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ABSTRACT

This document is part 1 of the workbook for grade 3 pupils in the Comprehensive Instructional Management System, a unified mathematics curriculum for kindergarten through grade 7. Each objective is developed by a variety of strategies, with mastery of objectives diagnosed through a testing component. The activities in the student workbook are designed to provide practice in mastering the performance objectives, following the sequence in the teacher's manual. Sixty-nine performance objectives are included in this part of the grade 3 workbook, designed to develop computational skills, numeration ideas, fraction concepts, geometric knowledge, and other topics. (MNS)

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CIMS

COMPREHENSIVE INSTRUCTIONAL MANAGEMENT SYSTEM

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A Cyclical Mathematics Curriculum

Workbook Part I

NEW YORK CITY BOARD OF EDUCATION
OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT
DIVISION OF CURRICULUM & INSTRUCTION

SE 045 515

03-2003-22

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FOREWORD

The Comprehensive Instructional Management System (CIMS) is a unified mathematics curriculum for grades K-7. The curriculum is cyclical in design, and reflects the most recent New York City and New York State guidelines.

Utilizing the experience of our system's teachers, we have developed a teacher-designed curriculum that includes a rich selection of classroom-tested successful mathematics activities. The major goal of the CIMS mathematics project is to provide the classroom teacher with a well-structured, objective-based curriculum. All objectives are supported by a variety of strategies. Student mastery of these objectives is readily diagnosed through the system's testing component.

The curriculum format is structured to allow the teacher to determine the ability level of the students in the topic under study, and to permit the students to move forward at their individual rates. Each module of instruction provides the teacher with a set of related performance objectives. These objectives are supported by activities which probe and develop the students' readiness to undertake new skills and concepts. Further reinforcement is given to mastery of the objectives through accompanying student workbooks.

It is hoped that this curriculum will not only assist teachers in developing vital mathematics instruction, but will serve to expand and enrich students' mathematics skills.

Charlotte Frank

Charlotte Frank,
Executive Director
Division of Curriculum and Instruction

ACKNOWLEDGMENTS

The Comprehensive Instructional Management System (CIMS) was developed as a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director. Dr. Peter Negroni, Community School Superintendent CSD 12; Dr. Harvey Garner, Community School Superintendent CSD 18; Carlos Edwards, Community School Superintendent CSD 23, and Joseph Pacheco, Community School Superintendent CSD 32 supervised the overall development of the CIMS program within their respective districts.

Morris Freedman, Director of the Office of Curriculum Development and Support; Irwin Kaufman, Director of Mathematics; Kenneth Bates, Director of CIMS; Maria DeSalvio, Assistant Director of Mathematics; Arthur Flug and Doreen Genkin, Assistant Directors of CIMS and Gene Menchini, Program Manager, Distributive Systems, Office of Data Processing Coordination provided overall supervision of this project.

Division of Special Education

Overall supervision of curriculum in addressing those students with special needs was coordinated by Edward M. Sermier, Chief Administrator, Division of Special Education.

Allan Dobrin, Office of Chief Administrator; Bebe Bernstein, Administrator, Curriculum Development Unit of the Office of Program Development and Geraldine Silver and Susan Wieder, Special Education Coordinators provided guidance and support in addressing these special needs.

Consultants

The program consultants responsible for reviewing the curriculum for mathematics accuracy were:

Harry Ruderman, Assistant Principal Supervision/Mathematics, Hunter College High School (Retired)
Helene Silverman, Associate Professor, Lehman College

Principal Writers

The principal writers responsible for planning the scope, sequence and engaging in the necessary research in writing of the modules were:

Stephen Rappaport, Assistant Principal I.S. 171K
Sara Jane Bass, CIMS Curriculum Leader
Judith Fein, CIMS Curriculum Leader
Lorraine Wan, CIMS Curriculum Leader
Rochelle Watnick, CIMS Curriculum Leader

CIMS District Curriculum Workshops

Each of the participating CIMS community school districts organized a curriculum workshop to write the various curriculum levels.

Community School District 12		Community School District 18	
Mary J. Teshara	District Mathematics Coordinator	Jack Friedman	CSD 18, Director CIMS
Valentin Acabeo	C.S. 134X	Selma Mitlitsky	District Mathematics Coordinator
James F. Gilligan	I.S. 116X	Eileen Backer	P.S. 135K
Selma Gunther	C.S. 50X	Lillian Frechtman	P.S. 279K
Betty Anne Jackson	C.S. 47X	Merle Glass	P.S. 219K
Mark Lehrer	I.S. 158X	Howard Mankes	P.S. 219K
Jewel R. Moolenaar	I.S. 143X	Lillian Pecker	J.H.S. 252K
Marcia Ann Rudnitsky	C.S. 102X	Virginia Pero	J.H.S. 211K
March Dale Stecker	C.S. 47X	Carol J. Reale	P.S. 235K
Ira K. Victor	C.S. 77X	Arlie Solola	J.H.S. 252K
Leonard Zavlick	C.S. 92X	Renee M. Tardi	P.S. 219K

Community School District 23

Wallace Dimson,	District Mathematics Coordinator
Gloria Allen	
Marshall Belson	P.S. 183K
Abraham Butensky	P.S. 165K
Janice Ellenbogen	P.S. 298K
Ruth Fennell	P.S. 298K
Gladys H. Galamison	P.S. 156K
Bruce Landau	P.S. 327K
George McMullen	P.S. 183K
Carmella Murden	J.H.S 275K
Martha Hilinski-Pepe	P.S. 327K
Rochelle Sanders	P.S. 327K
Gary Wexler	P.S. 41K
Priscilla A. Williams	I.S. 271K
Frederick Zwibel	P.S. 184K

Community School District 32

Aurora Larocca,	District Mathematics Coordinator
Pedro J. Colon	J.H.S. 111K
Dorothy A. Conroy	P.S. 116K
Joan Fox	P.S. 116K
Steven Ganzell	I.S. 291K
Akhtar A. Khan	I.S. 291K
Lenore Marie Messina	P.S. 151K
Joanne Narisi	P.S. 299K
George Silverglad	P.S. 274K
Norma Warmund	P.S. 45K
Stephen Elliot Weiss	P.S. 274K
Martin Weissman	P.S. 384K

Citywide Curriculum Developers

Judy Z. Cohen	Corr. Math. N.P.S.	Carmen B. Matthews	CSD 3 J.H.S. 88M
Nancy R. Coleman	CSD 19 Staff Dev.	Edythe Ogin	CSD 19 I.S. 171K
Carl Conetta	Special Ed. Bronx	Joseph A. Porzio	CSD 19 Staff Dev.
Gerri T. Dunne	Corr. Math. N.P.S.	Fred Remer	CSD 6 Math Coord.
Meryl Glass	CSD 22 P.S. 139K	Jon Rothfeld	CSD 19 Staff Dev.
David A. Gold	CSD 19 Staff Dev.	Marvin Schneider	Edward R. Murrow H.S.
Stuart Goldberg	CSD 19 Staff Dev.	Leila Schwartz	Corr. Math. N.P.S.
Michelle Greenberg	CSD 28 P.S. 160Q	Angelina Spero	Corr. Math. N.P.S.
Joyce Jalowski	Corr. Math. N.P.S.	Martin L. Spiro	CSD 19 I.S. 302
Margaret Jordan	Corr. Math. N.P.S.	Bernice Staub	Corr. Math. N.P.S.
Jeffrey Joyce	CSD 15 I.S. 88K	Madeline Sussman	CSD 1 P.S. 142M
Nicholas C. Leo	Corr. Math. N.P.S.	Robert B. Weiss	CSD 28 J.H.S. 190Q
Elaine J. Kaplan	CSD 28 J.H.S. 157Q	Bernice Zuckerman	CSD 19 Staff Dev.
Joan Mahon	CSD 19 Staff Dev.		

Citywide Curriculum Illustrators

Joyce Abramowitz	CSD 26 J.H.S. 158Q	Edward Kissane	Beach Channel H.S.
Amy Appleman	CSD 22 P.S. 197K	Susan M. Seidler	Corr. Math. N.P.S.
Paula J. Blanes	CSD 15 P.S. 39K	Dolores Soldo	Special Ed. Brooklyn
Nina Cucchiari	Special Ed. Bronx	Sandy Susser	Special Ed. Bronx
Charles B. Flisser	Special Ed. Bronx		

Citywide Curriculum Editors

Meryl Fenster	CSD 30 P.S. 171K	Laura J. Lederman	CSD 26 J.H.S. 158Q
Robert Greenman	James Madison H.S.	Mary Newsom-King	CSD 8 J.H.S. 101X
Stephanie Lang-Goldsmith	Special Ed. Queens	Lorraine Wittman	CSD 25 P.S. 169Q

Production Staff

Anne Cohen, Education Analyst
Dorothy Johnson, Office Associate

To The Teacher:

The activities in the CIMS student workbook are designed to provide the pupils with practice in mastering the curriculum's performance objectives and follows the sequence of the CIMS teacher's manual. Each workbook activity page lists the corresponding performance objective number in the upper left hand corner. The activity page numbers are identical to those found in the CIMS teacher's manual.

To The Student:

This mathematics workbook will help you to practice many of the new ideas your teachers have presented. Each worksheet has examples of the material you have studied in your daily mathematics lesson. As you proceed through this workbook, you will notice that you have learned many skills and will be ready to move on to more difficult ones.

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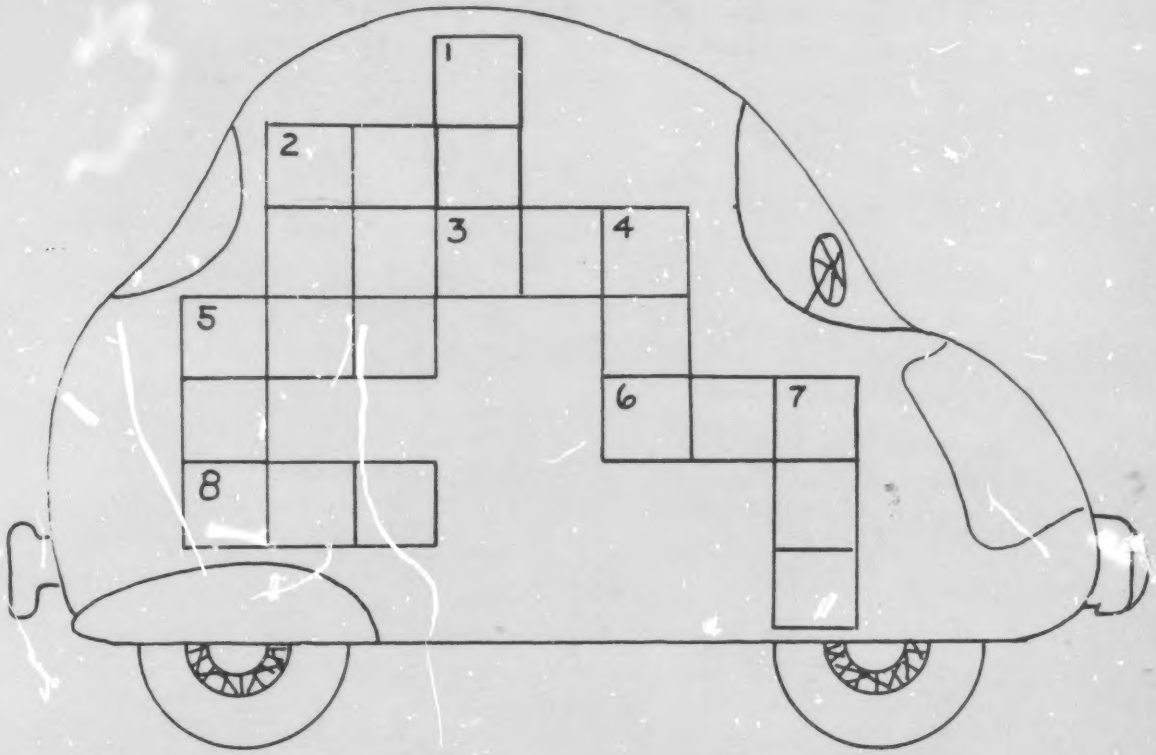
P.O. 3.14.01.01

NAME:_____ CLASS:_____ DATE:_____

Solve the examples. Write the answers in the puzzle.



ACROSS

② 531 + 443

③ 102 + 224

⑤ 431 + 432

⑥ 212 + 345

⑧ 350 + 222

DOWN

① 121 + 522

② 524 + 412

④ 341 + 354

⑤ 404 + 411

⑦ 347 + 441

5

P.O. 3.14.01.01-02

NAME:_____ CLASS:_____ DATE:_____

TO FIND THE OUTPUT, USE THE INPUT AND THE RULE.

The Math Machine

Rule: ADD 8

Input	Output
6	
5	
7	
9	

Rule: SUBTRACT 4

Input	Output
10	
8	
5	
6	

Rule: SUBTRACT 3

Input	Output
12	
9	
7	
6	

Rule: ADD 9

Input	Output
4	
7	
3	
1	

Rule: ADD 5

Input	Output
4	
8	
7	
3	

Rule: SUBTRACT 2

Input	Output
7	
9	
6	
4	

P.O. 3.10.01.01

NAME: _____ CLASS: _____ DATE: _____

Use the calendar to answer the questions. Write the dates in two ways.

MAY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
Mother's Day 11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	Memorial Day 26	27	28	29	30	31

1. Give the date of the second Wednesday in the month. _____
2. What is the date of the fourth Saturday? _____
3. On what day is May 20? _____
4. Give the date of the third Tuesday in the month. _____
5. On what day and date is Mother's Day? _____
6. On what day and date is Memorial Day? _____
7. What is the date of the fifth Thursday in the month? _____

_____.

P.O. 3.10.01.02

NAME:_____ CLASS:_____ DATE:_____

Fill in the blanks.

Each week has _____ days.

In three weeks there are _____ days.

In five weeks there are _____ days.

In one year there are _____ months.

In one year there are _____ days.

There are _____ months in three years.

There are _____ days in a leap year.

There are approximately _____ weeks in two months.

There are _____ days in seven weeks.

Sun.	Mon.	Tues.	Weds.	Thurs.	Fri.	Sat.

P.O. 3.10.01.03

NAME:_____ CLASS:_____ DATE:_____

Use the calendar to answer the questions.

FEBRUARY						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

1. Write the day and date for each holiday.

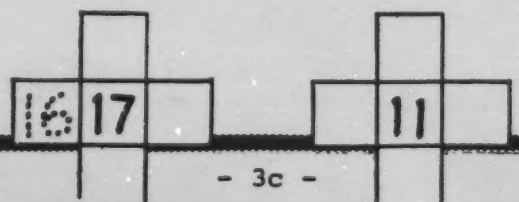
   Washington's Birthday_____.
   Valentine's Day _____.
   Lincoln's Birthday_____.

2. Circle every Friday on the calendar. What is the pattern?
   _____

3. What date comes before February 1?_____.

4. What date comes after February 28? _____.

5. This is taken from the calendar. Fill in the boxes that are empty:

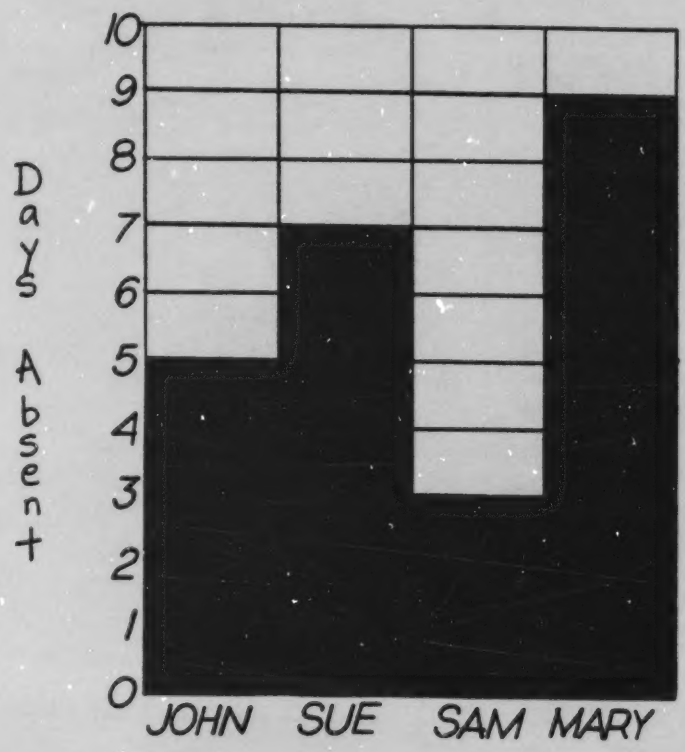


3.12.01.01

P.O. _____

NAME: _____ CLASS: _____ DATE: _____

Use the graphs to answer the questions.



EXAMPLE

1. Who was absent the most? MARY

2. Who was absent the least? _____

3. Who was absent more John or Sue? _____

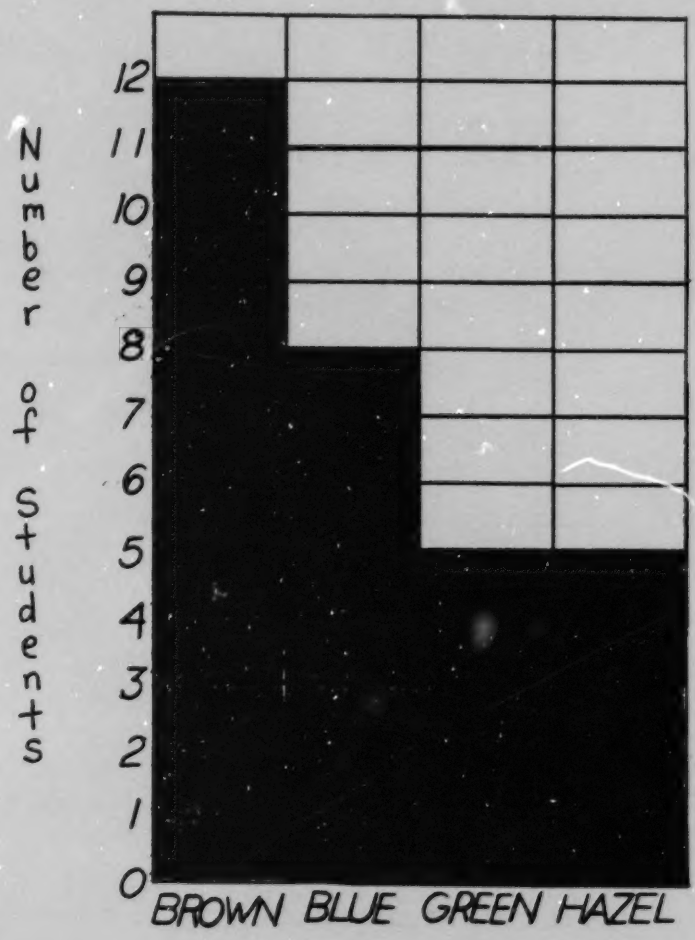
4. How many days was Mary absent? _____

5. How many days was John absent? _____

P.O. 3.12.01.01

NAME:_____ CLASS:_____ DATE:_____

Use the graphs to answer the questions.

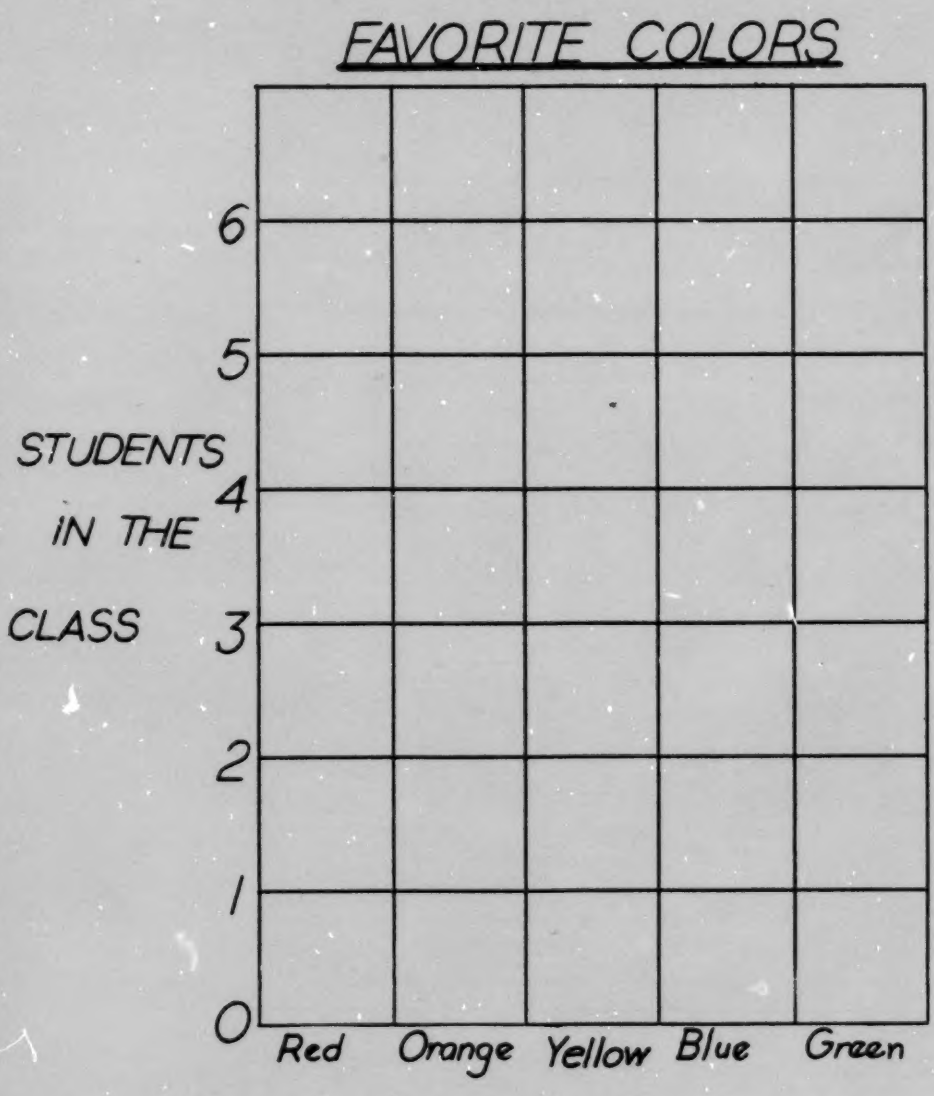


1. How many students have brown eyes?_____
2. Which two colors have the same number?_____, _____
3. How many students have blue eyes?_____
4. How many students have hazel eyes?_____
5. Which color do most students have?_____

P.O. 3.12.01.02

NAME:_____ CLASS:_____ DATE:_____

Use the information given and construct a bar graph.



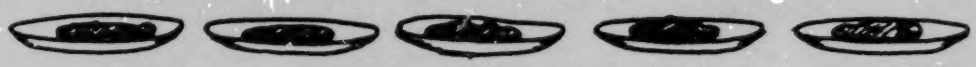
RED- 3 students
ORANGE - 1 student
YELLOW - 4 students
BLUE - 2 students
GREEN - 1 student

P.O. 3.04.01.01

NAME:_____ CLASS:_____ DATE:_____

Directions: 1. Answer each number sentence below.
2. Solve each problem.

Remember: When you multiply any number by 1, the answer will always be the same number.



5 plates. There is 1 cookie on each plate.
5 x 1 = 5

Answer each number sentence below.

5 x 1 = ☐	20 x 1 = ☐	1 x 6 = ☐
2 x 1 = ☐	14 x 1 = ☐	1 x 10 = ☐
3 x 1 = ☐	25 x 1 = ☐	1 x 27 = ☐
8 x 1 = ☐	39 x 1 = ☐	1 x 50 = ☐
10 x 1 = ☐	100 x 1 = ☐	1 x 275 = ☐

Solve this problem. Show all work. There 32 cups. Each cup has one marble. How many marbles in all?

P.O. 3.04.01.02

NAME:_____ CLASS:_____ DATE:_____

1. Answer each number sentence below.
2. Solve each problem.
3. Try these.

Remember: When you multiply any number by Zero the answer is always 0.

Example: 5 x 0 = 0 or 0 x 5 = 0

Answer each number sentence below.

Answer each number sentence below.

3 x 0 =	6 x 0 =	125 x 0 =
1 x 0 =	8 x 0 =	1,000 x 0 =
25 x 0 =	47 x 0 =	0 x 0 =

Solve each problem.

1. There are 32 empty coffee cups. How many ounces of coffee in all?_____

2. There are 87 empty cookie jars on the shelf in Macy's? How many cookies in all?_____

P.O. 3.04.02.01

NAME:_____ CLASS:_____ DATE:_____

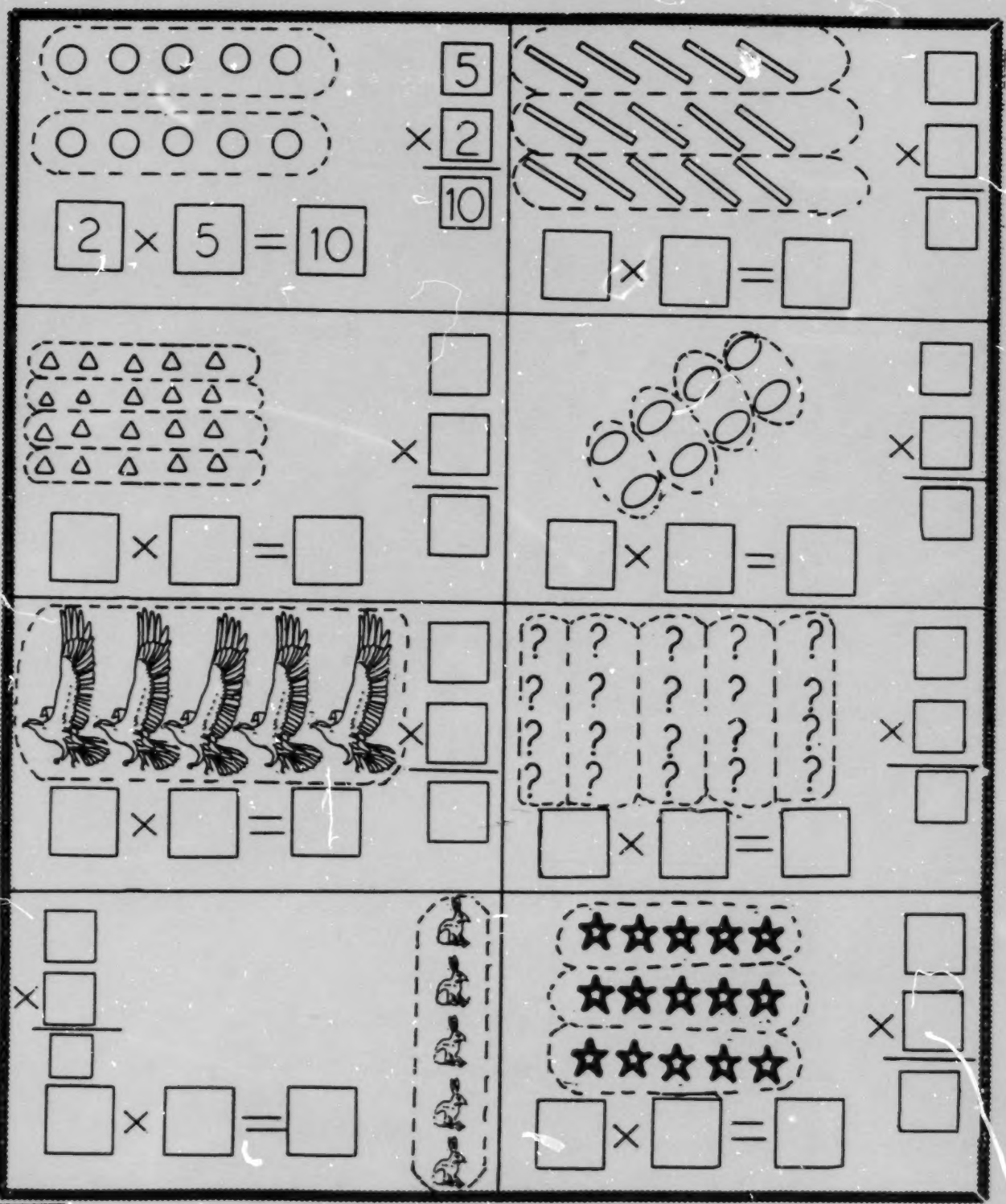
Directions: Complete the multiplication table.

X	0	1	2	3	4	5
0						0
1				3		
2			4			
3				9		
4		4				
5					20	

P.O. 3.04.02.02

NAME: _____ CLASS: _____ DATE: _____

Write two examples for each picture.



16

P.O. 3.04.02.03

NAME:_____ CLASS:_____ DATE:_____

Fill in each box.

(1)	$4 \times 3 = \square \times 4$
(2)	$2 \times \square = 3 \times 2$
(3)	$5 \times \square = 0 \times 5$
(4)	$\square \times 1 = 1 \times 3$
(5)	$2 \times 1 = \square \times \square$
(6)	$\square \times 5 = 5 \times 1$
(7)	$4 \times 2 = 2 \times \square$
(8)	$3 \times 5 = 5 \times \square$
(9)	$\square \times 4 = 4 \times 5$
(10)	$5 \times \square = 2 \times 5$

17

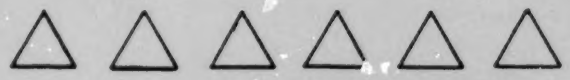
P.O. 3.05.01.01

NAME:_____ CLASS:_____ DATE:_____

Circle each group to be subtracted.

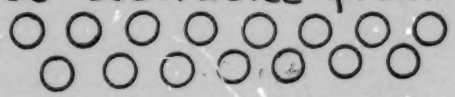
Find $6 \div 2 =$ ☐

How many groups of 2 can be subtracted from 6?



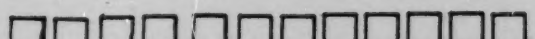
Find $15 \div 5 =$ ☐

How many groups of 5 can be subtracted from 15?



Find $12 \div 3 =$ ☐

How many groups of 3 can be subtracted from 12?

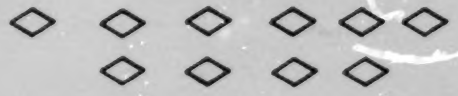


Find $14 \div 2 =$ ☐

How many groups of 2 can be subtracted from 14?

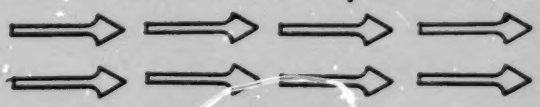
Find $10 \div 2 =$ ☐

How many groups of 2 can be subtracted from 10?



Find $8 \div 2 =$ ☐

How many groups of 2 can be subtracted from 8?

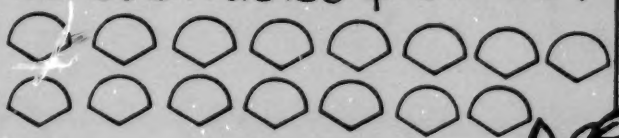


Find $9 \div 3 =$ ☐

How many groups of 3 can be subtracted from 9?

Find $15 \div 3 =$ ☐

How many groups of 3 can be subtracted from 15?



18

P.O. 3.05.01.02

NAME: _____ CLASS: _____ DATE: _____

Fill in the blanks.

8 ÷ 2 = 4	4 x 2 = 8
10 ÷ 2 = ☐	☐ x 2 = 10
9 ÷ 3 = ☐	3 x ☐ = 9
15 ÷ 3 = ☐	☐ x 3 = 15
12 ÷ 6 = ☐	☐ x 6 = 12
12 ÷ 4 = ☐	3 x 4 = ☐
16 ÷ 8 = ☐	☐ x 8 = 16
14 ÷ 2 = ☐	7 x 2 = ☐
20 ÷ 5 = ☐	☐ x 5 = 20
15 ÷ 5 = ☐	3 x ☐ = 15

P.O. 3.05.01.03

NAME:_____ CLASS:_____ DATE:_____

Complete each example by filling in the missing numbers.

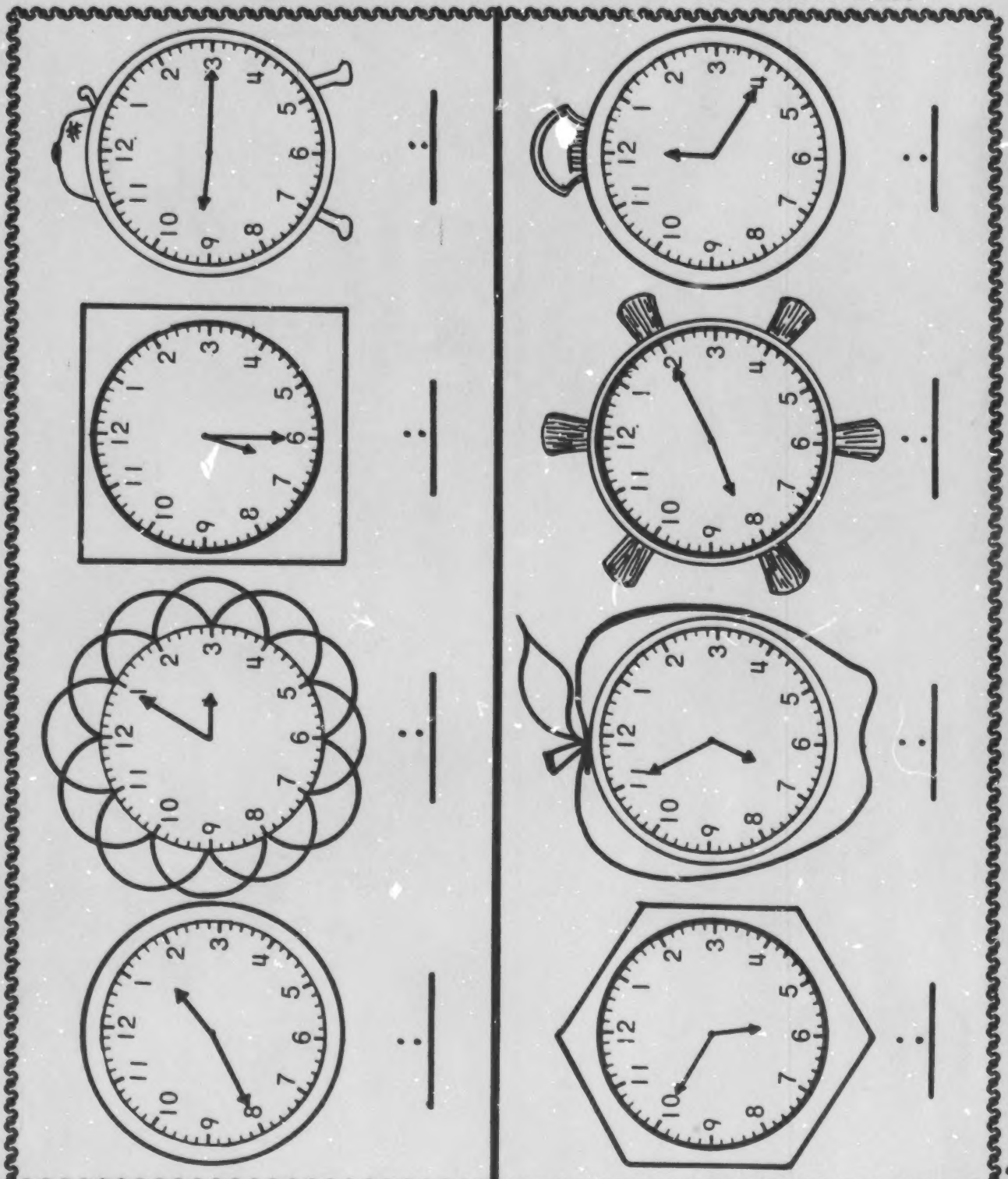
$6 \div 2 = \square$	$\square \overline{)6}^{3}$	$\frac{\square}{2} = 3$	$8 \div \square = 2$
$2\overline{)\square}^{4}$	$\frac{8}{2} = \square$	$2 \div 2 = \square$	$2\overline{)2}^{\square}$
$\frac{2}{\square} = 1$	$4 \div \square = 2$	$\square \overline{)4}^{2}$	$\frac{\square}{2} = 2$
$10 \div 5 = \square$	$5\overline{)\square}^{2}$	$\frac{10}{5} = \square$	$\square \div 3 = 2$

20

P.O. 3.10.02.01

NAME: _____ CLASS: _____ DATE: _____ 30

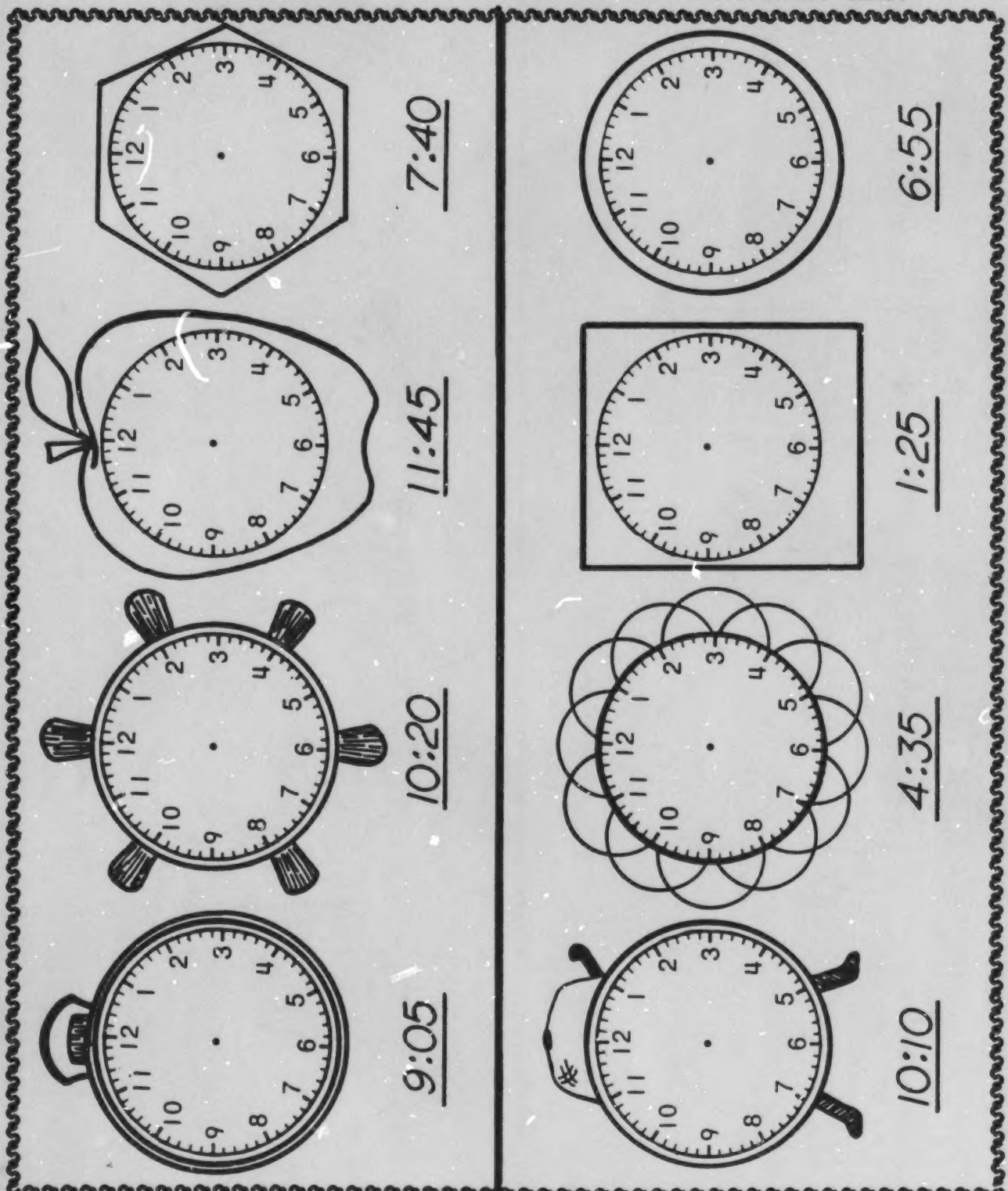
1. Write the time under each clock.
2. Put hands on each clock below to show the correct time.



P.O. 3.10.02.01

NAME: _____ CLASS: _____ DATE: 32

1. Write the time under each clock.
2. Put hands on each clock below to show the correct time.



7:40

11:45

10:20

9:05

6:55

1:25

4:35

10:10

P.O. 3.10.02.02

NAME:_____ CLASS:_____ DATE:_____

Fill in the blanks under each clock.

10 minutes to 3

___ minutes to ___

___ minutes to ___

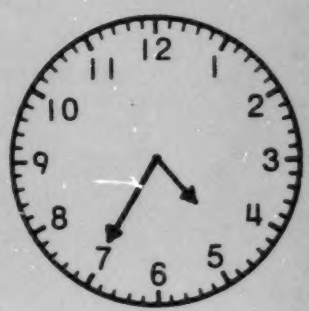
___ minutes to ___

___ minutes to ___

___ minutes to ___

___ minutes to ___

___ minutes to ___



___ minutes to ___

P.O. 3.10.02.03

NAME: _____ CLASS: _____ DATE: _____

Read the list of duties and fit them into a schedule in the form at the bottom of the page.

Saturday or Sunday

A.M.	TIME	P.M.	TIME
Make bed and clean room	15 minutes	Eat lunch	1 hour
Eat breakfast	30 minutes	Free time	2 hours
Take shower and dress	30 minutes	Study	2 hours 45 minutes
Deliver newspapers	2 hours 15 minutes	Clean yard	30 minutes

	TIME	ACTIVITY
A.M.	8:00	
P.M.		

P.O. 3.10.02.04

NAME:_____ CLASS:_____ DATE:_____

Read and solve each problem below. Use a clock.

	Answer Column
Jane left school at 3:00 p.m. She has 1 hour and 30 minutes until the volleyball game. What time is the volleyball game?	
Joe ate lunch at 12:30 p.m. He left to go to the movies 2 hours and 45 minutes later. What time did the movie begin?	
Mr. Smith began painting at 1:40 He finished at 4:30 How long did he work.	
David has a guitar lesson at 11:15 Saturday morning. His lesson is 45 minutes. What time will he finish his lesson?	
Ruth arrived at the bus stop at 8:20 She waited for 15 minutes. What time did the bus arrive?	
The morning train leaves the station at 7:45. If you arrive at 6:50, How long will you wait for the train?	

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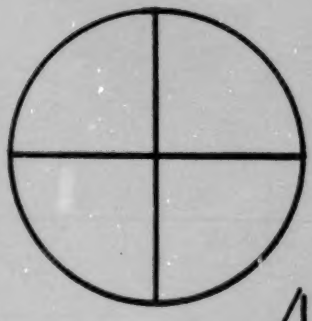
P.O. 3.06.01.01

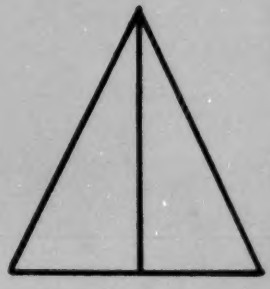
NAME:_____ CLASS:_____ DATE:_____

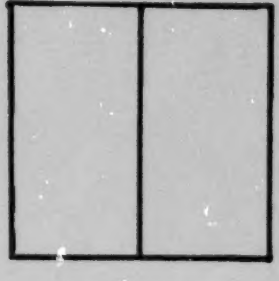
Write the number of parts in each figure.

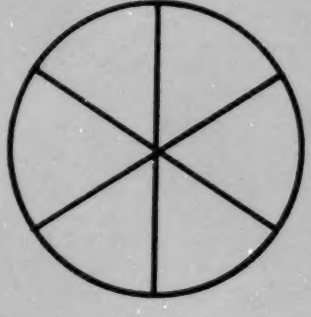
EXAMPLE

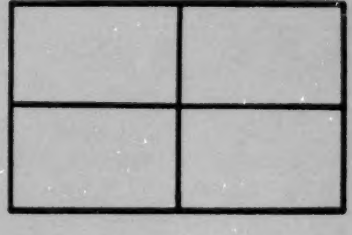


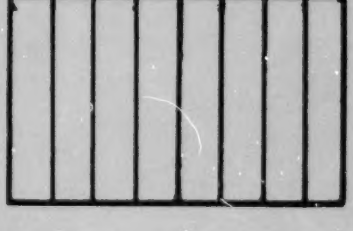
4

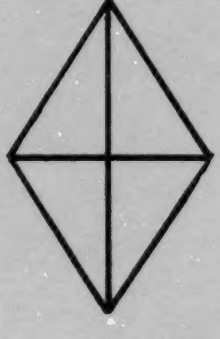


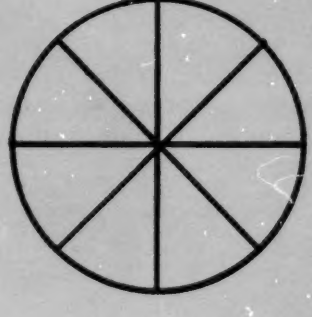










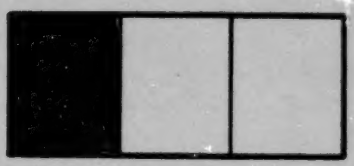


P.O. 3.06.01.02

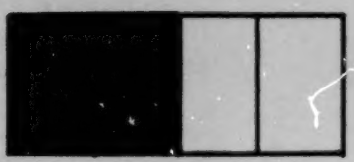
NAME: _____ CLASS: _____ DATE: _____

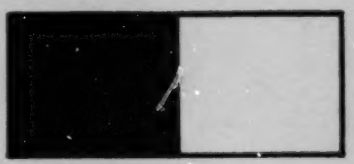
What part of the figure is shaded?

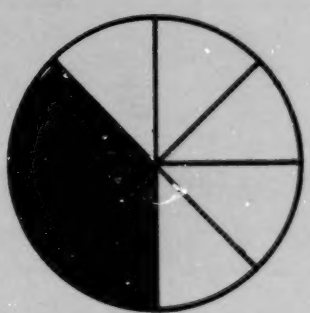
EXAMPLE

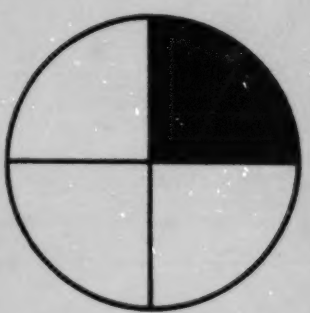


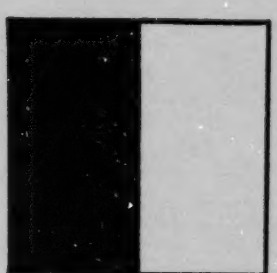
$\frac{1}{3}$

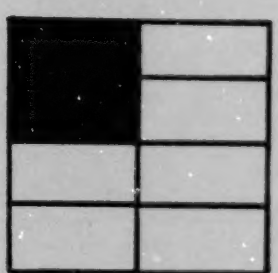


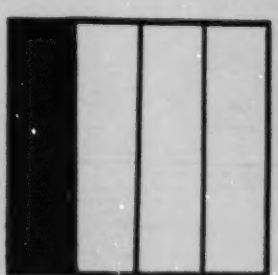








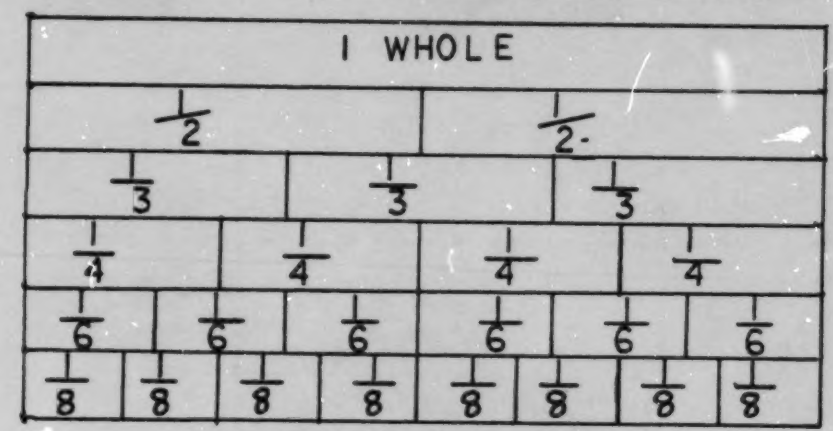




P.O. 3.06.01.03

NAME: _____ CLASS: _____ DATE: _____

COLOR THE WHOLE GREEN COLOR $\frac{1}{2}$ RED COLOR $\frac{1}{3}$ BLUE	COLOR $\frac{1}{4}$ YELLOW COLOR $\frac{1}{6}$ ORANGE COLOR $\frac{1}{8}$ BRDWN



Use the pieces in the chart to fill in each box.

$\frac{2}{4} = \frac{\square}{2}$	$\frac{4}{8} = \frac{\square}{2}$
$\frac{2}{6} = \frac{\square}{3}$	$\frac{2}{3} = \frac{\square}{6}$
$\frac{2}{2} = \square$ WHOLE	$\frac{6}{8} = \frac{\square}{4}$

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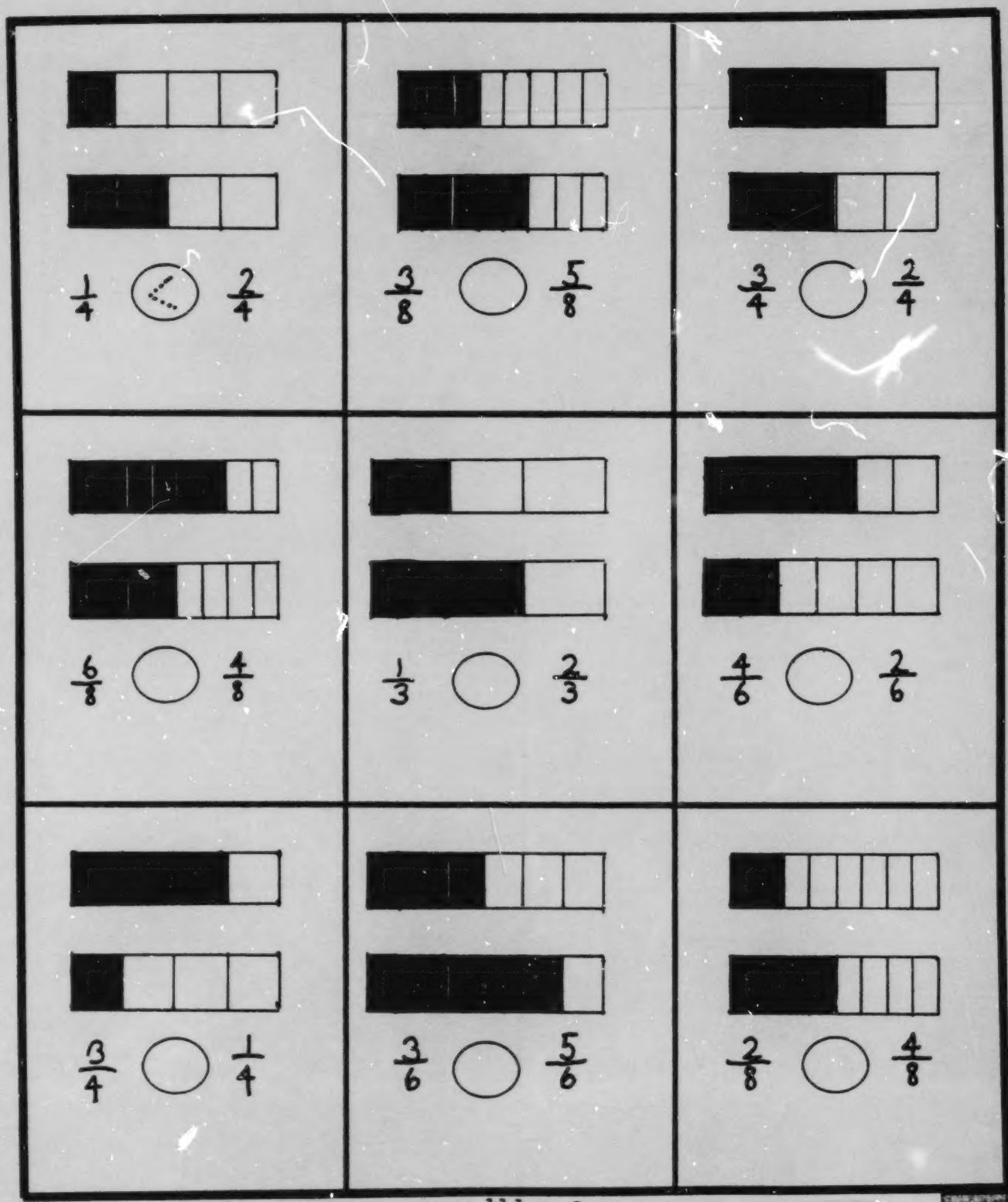
P.O. 3.06.01.04

NAME:_____ CLASS:_____ DATE:_____

Write > or <

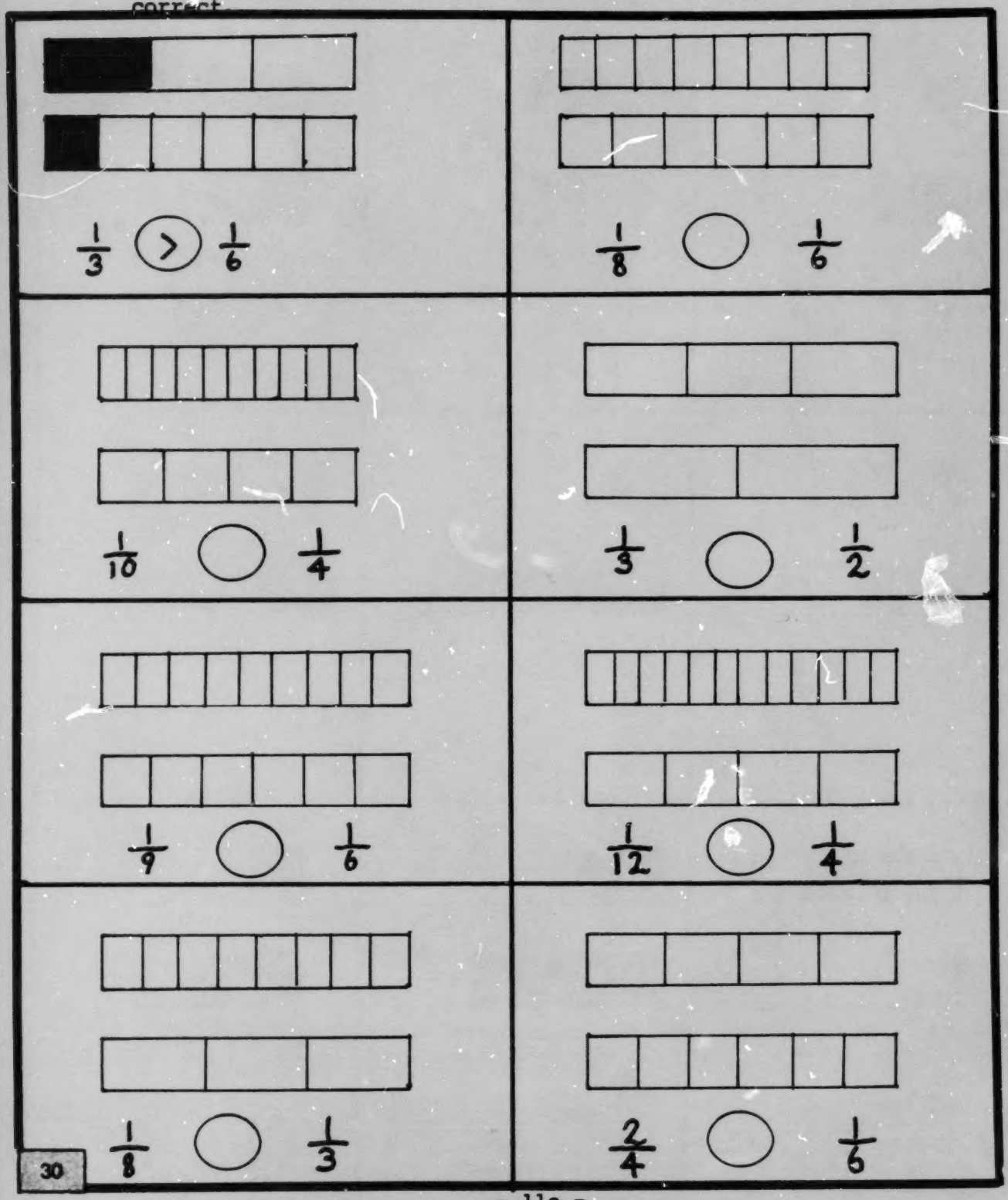


3.06.01.05

P.O. _____

NAME: _____ CLASS: _____ DATE: _____

Color in the fraction.
Place the symbol > or < in each circle to make the sentence correct.



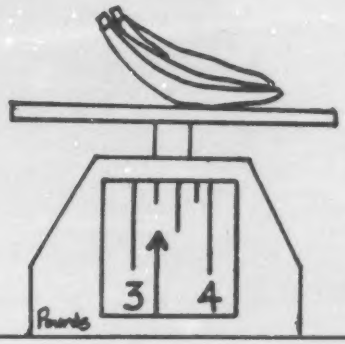
30

P.O. 3.10.03.01.

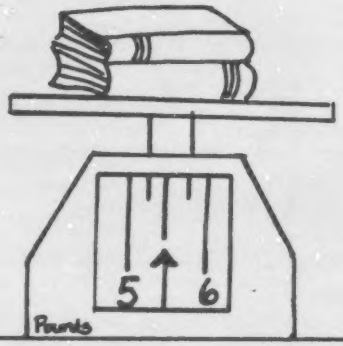
NAME: _____ CLASS: _____ DATE: _____

Write the weight to the nearest $\frac{1}{4}$ pound that is shown on each scale.

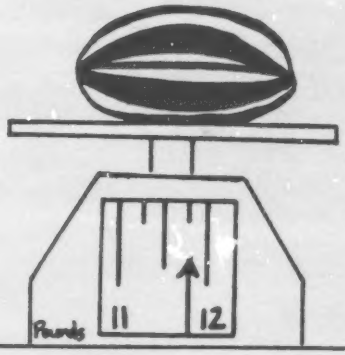
Answer $3\frac{1}{4}$ lbs.



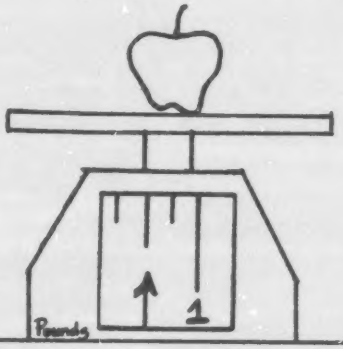
_____



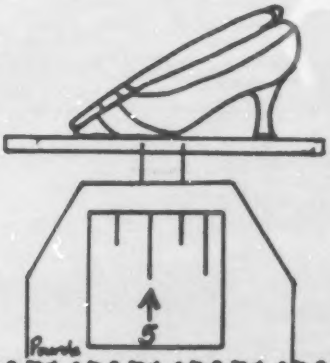
_____



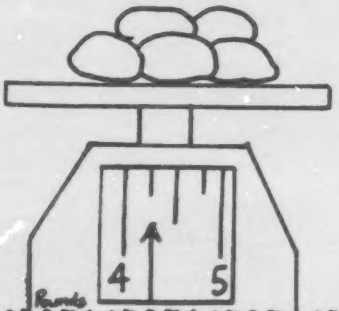
_____



_____



_____



P.O. 3.10.03.02

NAME:_____ CLASS:_____ DATE:_____

Use two different scales to weigh each object. Be sure to weigh each object to the nearest $\frac{1}{4}$, $\frac{1}{2}$ or pound and in pounds and ounces.

Object	SCALE 1		SCALE 2	
	Pounds-Ounces	Nearest $\frac{1}{4}$, $\frac{1}{2}$ or pounds	Pounds-Ounces	Nearest $\frac{1}{4}$, $\frac{1}{2}$ or pounds.
TEXT BOOK				
RULER				
BOX OF CRAYONS				
NOTE BOOK				
SHOE				
JAR OF PASTE				
EMPTY BOOKBAG				
BOOKBAG WITH USUAL BOOK				

P.O. 3.10.04.01

NAME:_____ CLASS:_____ DATE:_____

Write g for grams or k for kilograms to tell the unit weight of each.

1. ____

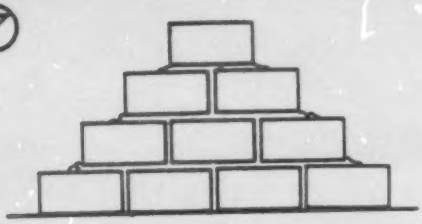
2. ____

3. ____

4. ____

5. ____

6. ____

7.  ____

8. ____

9.

____

10. ____

11. ____

12. ____

33

P.O. 3.10.04.02

NAME:_____ CLASS:_____ DATE:_____

Use two different scales to weigh each object.

OBJECT	1	2
Penny		
Nickel		
Slice of bread		
Pretzel		
Apple		
Cookie		
Pencil		
Crayon		
Notebook		
Ruler		
Paper clip		
Sponge		
Marble		

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P.O. 3.14.02.01

NAME:_____ CLASS:_____ DATE:_____

Circle the numeral in the ones place (0)
Draw a square around the numeral in the tens place (□)
Underline the numeral in the hundreds place (—)

3 4 2	1 6 5
2 9	2 3 7
8 4 9	6 8
1 0 9	9 0
3 8	4 2 1

NOW TRY THESE.....

What does the digit 6 mean in each numeral?
(Hundreds, Tens, or Ones)

The 6 in 165 means 6_____.

The 6 in 16 means 6_____.

The 6 in 682 means 6_____.

The 6 in 226 means 6_____.

The 6 in 560 means 6_____.

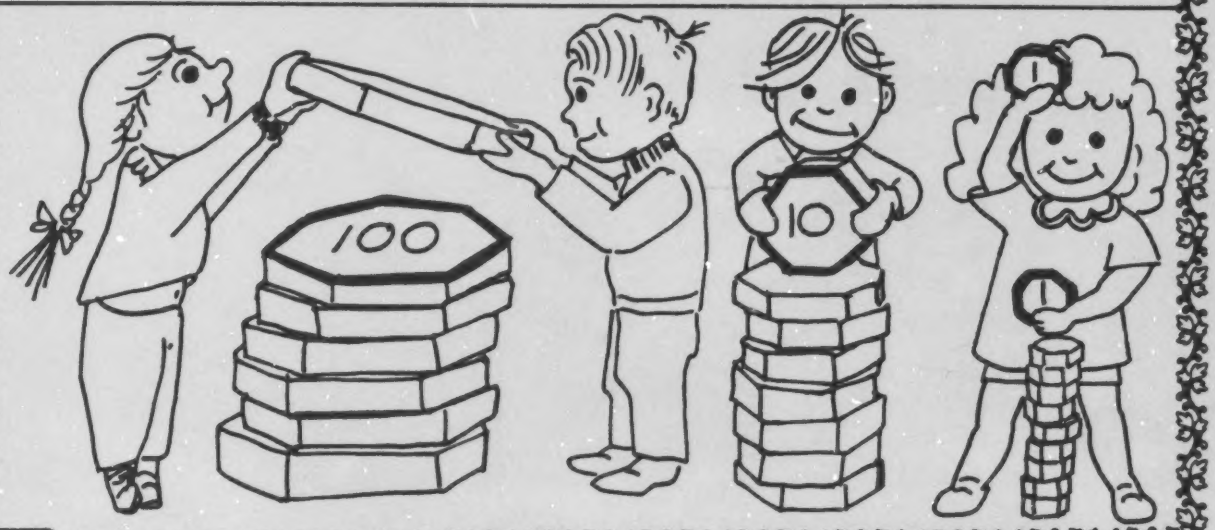
The 6 in 601 means 6_____.

P.O. 3.14.02.02

NAME: _____ CLASS: _____ DATE: _____

Fill in the box.

245 is		hundreds		tens		ones
518 is		hundreds		tens		ones
602 is		hundreds		tens		ones
87 is		hundreds		tens		ones
268 is		hundreds		tens		ones
494 is		hundreds		tens		ones
750 is		hundreds		tens		ones
25 is		hundreds		tens		ones

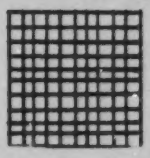


P.O. 3.14.02.03

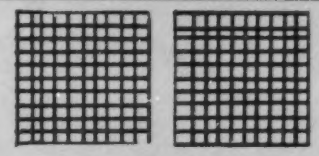
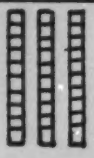
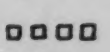
NAME: _____ CLASS: _____ DATE: _____

PART I - Write the numerals

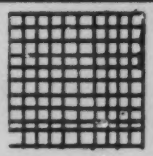
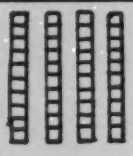
PART II - Write the expanded form for each numeral



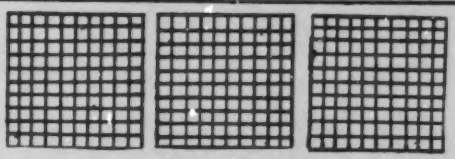
1 hundred 1 ten 1 ones = 111

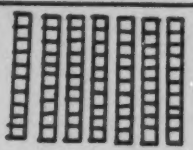
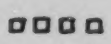
2 hundreds 3 tens 4 ones = _____

1 hundred 4 tens 2 ones = _____



3 hundreds 0 tens 3 ones = _____

0 hundreds 7 tens 4 ones = _____

Write the expanded form for each numeral.

214 is 2 hundreds, 1 ten, 4 ones.

165 is _____.

406 is _____.

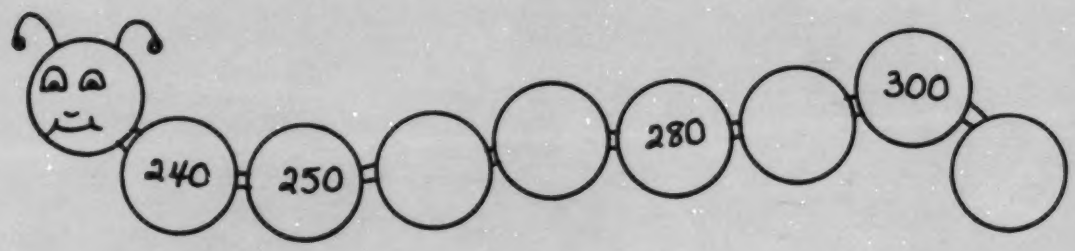
382 is _____.

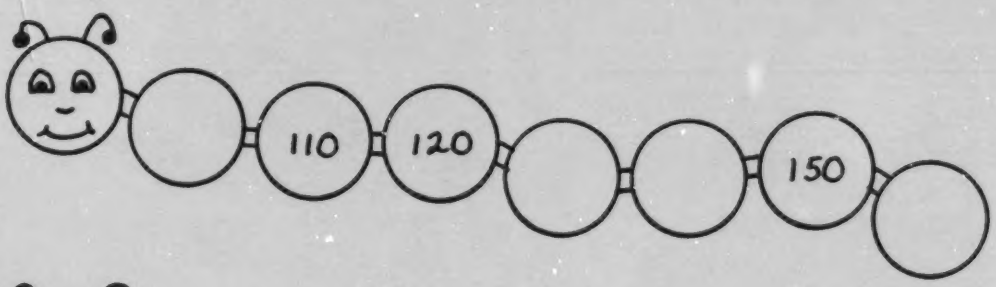
49 is _____.

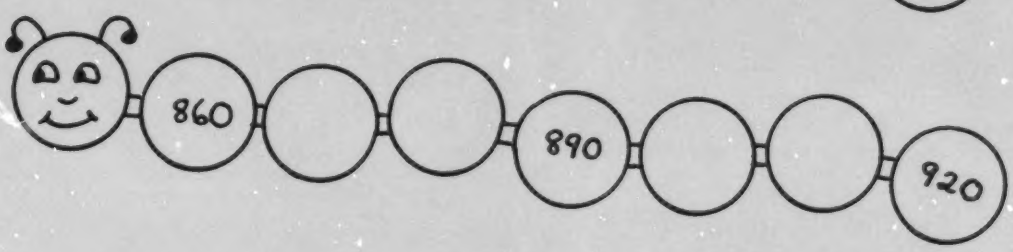
P.O. 3.01.01.01

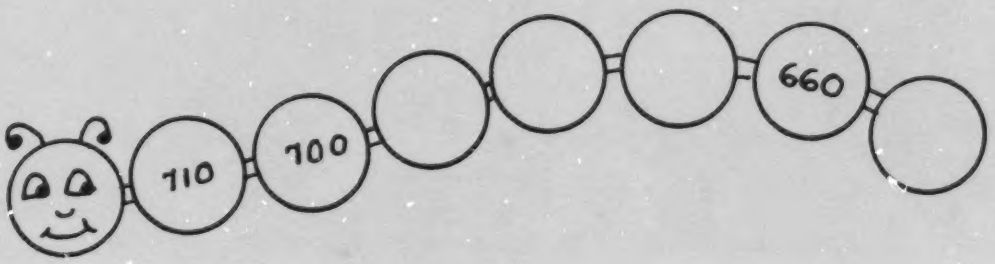
NAME: _____ CLASS: _____ DATE: _____

Fill in the caterpillar by writing in the missing numbers as you count by tens.





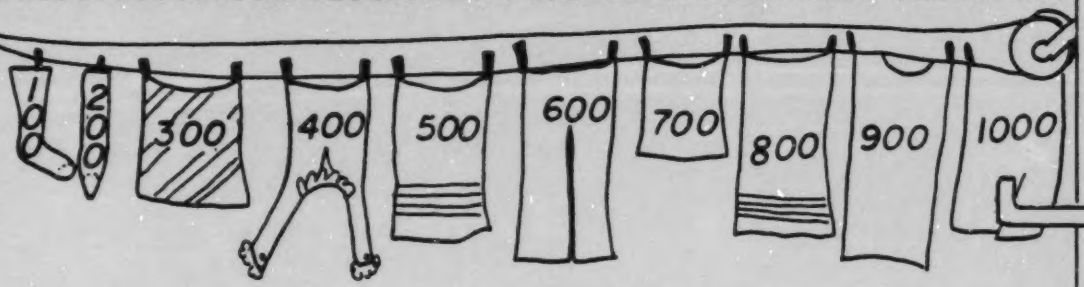




P.O. 3.01.01.02

NAME: _____ CLASS: _____ DATE: _____

Complete the number pattern counting by 100's.



500 , 600 , _____ , _____ , _____

300 , 400 , _____ , _____ , _____

231 , 331 , _____ , _____ , _____

128 , 228 , _____ , _____ , _____

569 , _____ , _____ , _____ , 969

320 , _____ , _____ , _____ , 720

630 , _____ , _____ , _____ , _____

200 , 300 , _____ , _____ , _____

380 , _____ , _____ , _____ , _____

551 , 651 , _____ , _____ , _____

404 , 504 , _____ , _____ , _____

690 , 790 , _____ , _____ , _____

420 , 520 , _____ , _____ , _____

P.O. 3.01.02.01

NAME: _____ CLASS: _____ DATE: _____

Part I: Draw a circle around the ten closest to the middle number.
Part II: Round to the nearest ten.

I.

1.	(50)	53	60	2.	60	69	70
3.	40	45	50	4.	80	84	90
5.	120	125	130	6.	150	156	160
7.	130	132	140	8.	270	276	280

II.

9.	42	____	10.	159	____
11.	96	____	12	365	____
13.	241	____	14.	85	____
15.	759	____	16.	927	____

3.01.02.02
P.O._____

NAME:_____ CLASS:_____ DATE:_____

Round each number to the nearest hundred.

When the numeral in the tens place is 1, 2, 3 or 4, you change the numeral in the tens and ones place to zero, and keep the same numeral in the hundreds place.

Round each number to the nearest hundred.
Example: 249 - 200

136 - rounds to _____ 720 - rounds to _____ 405 - rounds to _____

616 - rounds to _____ 635 - rounds to _____ 607 - rounds to _____

823 - rounds to _____ 417 - rounds to _____ 543 - rounds to _____

909 - rounds to _____ 225 - rounds to _____ 807 - rounds to _____

543 - rounds to _____ 437 - rounds to _____ 125 - rounds to _____

441 - rounds to _____ 341 - rounds to _____ 346 - rounds to _____

734 - rounds to _____ 529 - rounds to _____ 629 - rounds to _____

317 - rounds to _____ 220 - rounds to _____ 919 - rounds to _____

112 - rounds to _____ 330 - rounds to _____ 440 - rounds to _____

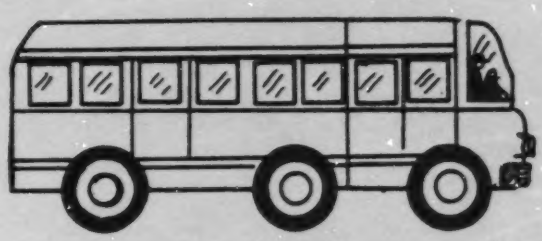
If there are 947 students in school, to the nearest hundred, how many desks does the school need? _____

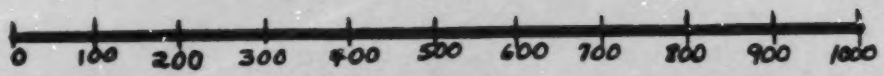
Will this be enough for all the students?_____

P.O. 3.01.02.03

NAME:_____ CLASS:_____ DATE:_____

Write the closest stop to each address.





THE SCHOOL BUS STOPS AT ALL THE ADDRESSES ON THE NUMBER LINE.
BELOW ARE SOME CHILDREN AND THEIR ADDRESSES.
WRITE THE STOP THAT IS CLOSEST TO EACH CHILD'S HOUSE.

255 _____

257 _____

857 _____

355 _____

951 _____

957 _____

657 _____

158 _____

754 _____

859 _____

559 _____

953 _____

I.O. 3.01.02.04

NAME: _____ CLASS: _____ DATE: _____

Round each animal's weight to the nearest hundred pounds.

Sample:

362

360 lb.

395

123

147

256

695

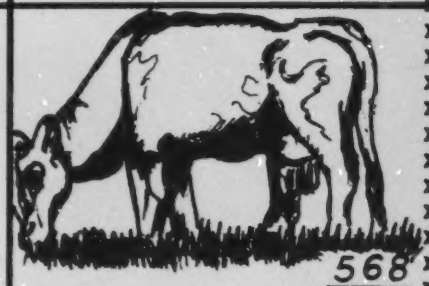
303

453

781

678

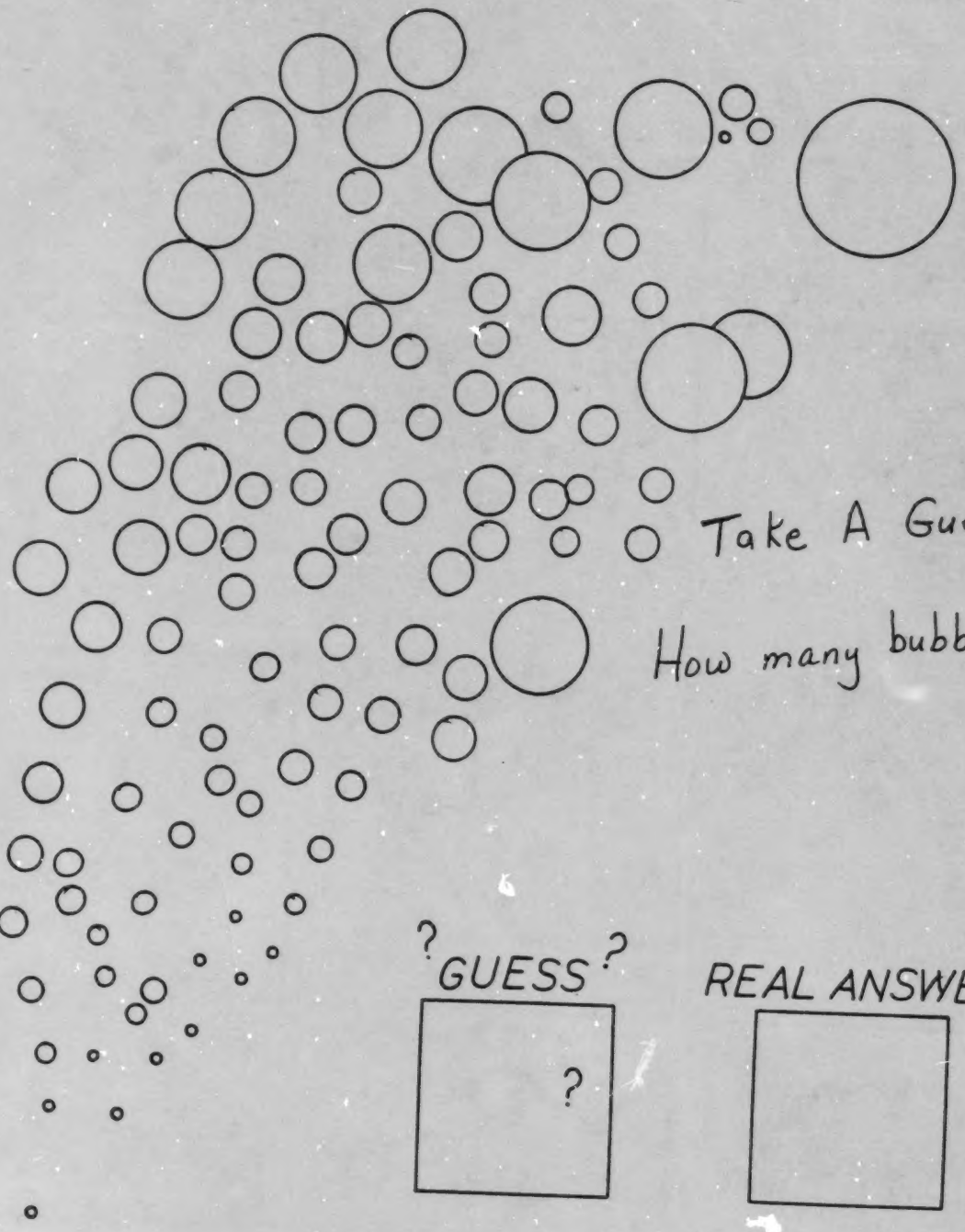
992



568

P.O. 3.01.02.05

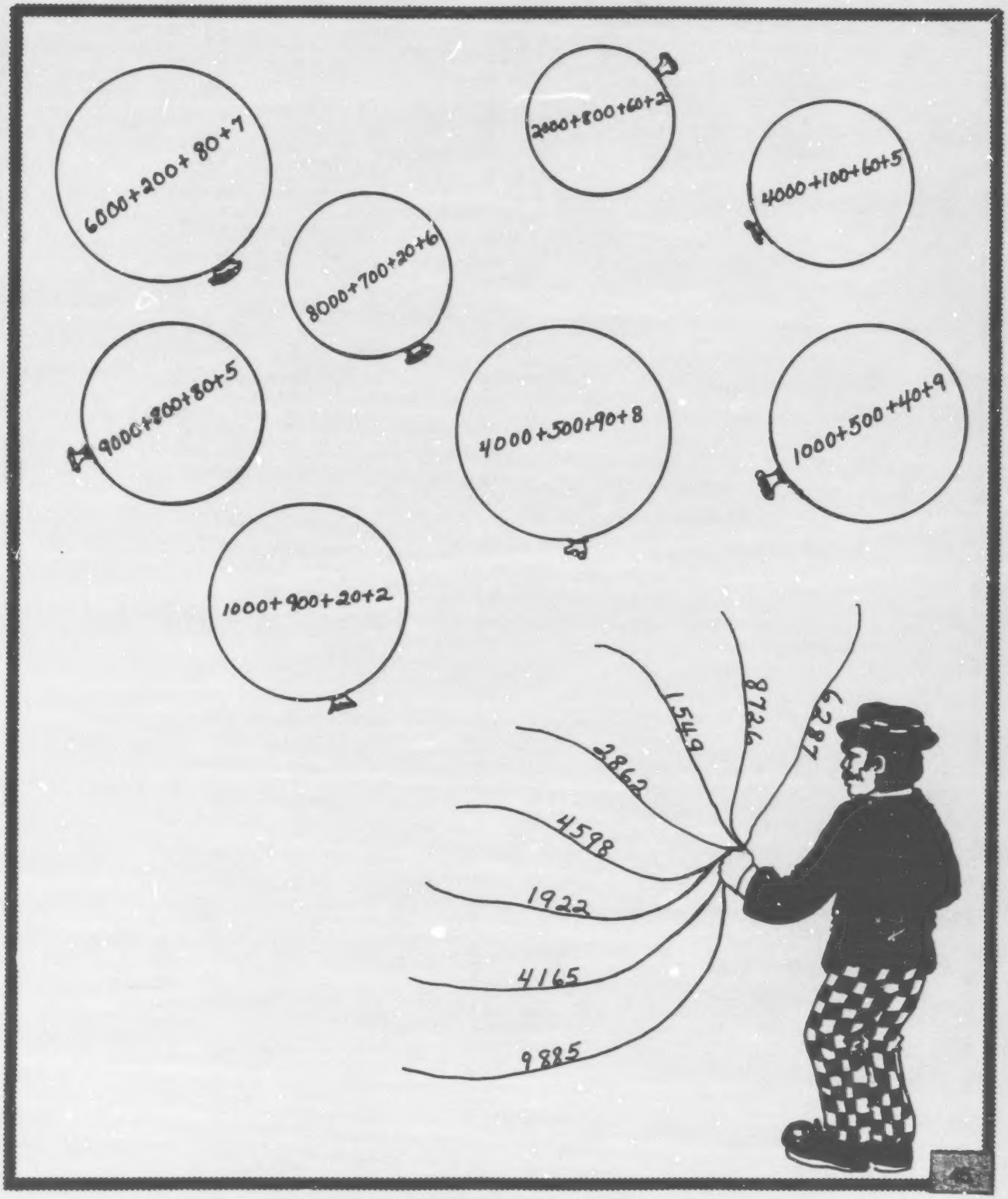
NAME: _____ CLASS: _____ DATE: _____



P.O. 3.01.03.01

NAME: _____ CLASS: _____ DATE: _____

Connect the string to the balloon by matching the standard number with the number in expanded form. Color the picture.



P.O. 3.01.03.02

NAME: _____ CLASS: _____ DATE: _____

Cut out the cards on these pages. Use the pieces for our Domino Game.
Try to use up your pieces before your partner does.

5000+400+6	7000+300+20+1	6000+800+40+3	4000+300+20+7
9+400+5000	1+20+300+7000	3+40+800+6000	7+20+300+4000
5,406	7,321	6,843	4,327
5,406	7,321	6,843	4,327

P.O. 3.01.03.02

NAME: _____ CLASS: _____ DATE: _____

Cut out the cards on these pages. Use the pieces for our Domino Game.
Try to use up your pieces before your partner does.

5,949	2,936	1,005	4,290
5000+900+40+9	2000+900+30+6	1000+5	4000+200+90
6+40+900+5000	9+30+900+2000	5+1000	90+200+4000

P.O. 3.01.03.02

NAME:_____ CLASS:_____ DATE:_____

Cut out cards on these pages. Use the pieces for our Domino Game.
Try to use up your pieces before your partner does.

9000+800+20	3000+40+2	2000+100+5	6000+90+3
9,820	3,042	2,105	6,093
9,820	3,042	2,105	6,093
9000+800+20	3000+40+2	2000+100+5	6000+90+3

P.O. 3.01.03.03-.04

NAME: _____ CLASS: _____ DATE: _____

(1) Regroup the hundreds into thousands
(2) Regroup the thousands into hundreds

(1) Sample: 53 hundreds = 5300

28 hundreds = _____

16 hundreds = _____

49 hundreds = _____

82 hundreds = _____

60 hundreds = _____

---

(2) Sample: 5700 = 57 hundreds

8300 = __ hundreds

6000 = __ hundreds

1300 = __ hundreds

3100 = __ hundreds

2500 = __ hundreds

P.O. 3.01.03.05

NAME:_____ CLASS:_____ DATE:_____

(1) You will be a comma detective.
Cross out all the numbers that have the comma in the wrong place.
(2) Put commas where they belong.

1.

3,43	98,27
6,492	3,648
83,47	21,9
6,8	85,0
4,200	6,942
386,8	308,

2.

325	468
4963	8315
38	42
9000	7985
2120	319

50

P.O. 3.02.01.01

NAME: _____ CLASS: _____ DATE: _____

Find each sum. Check each answer.

385 +412 797 check 797 -412 385	151 +203 check
417 +132 check	365 +436 check
318 +482 check	427 +118 check
254 +219 check	582 +267 check

P.O. 3.02.01.02

NAME: _____ CLASS: _____ DATE: _____

Remember to look at the numeral in the ones place to see if the number is odd or even.

FIND EACH SUM. THEN CHECK THE CORRECT BOX TO SHOW IF THE SUM IS ODD OR EVEN.

402 +113 ☐ odd ☐ even	418 +214 ☐ odd ☐ even
203 +417 ☐ odd ☐ even	117 +219 ☐ odd ☐ even
694 +135 ☐ odd ☐ even	213 +258 ☐ odd ☐ even
239 +149 ☐ odd ☐ even	414 +292 ☐ odd ☐ even
296 +102 ☐ odd ☐ even	813 +138 ☐ odd ☐ even

P.O. 3.02.01.03

NAME: _____ CLASS: _____ DATE: _____

Solve each problem. Then check your answer.

	Work	Check
(1) On Sunday morning 419 people went to the circus. On Monday 208 people went. How many people went on both days?		
(2) The Road Runner ran 122 miles in the morning and 319 miles in the evening. How many miles did he run in all?		
(3) Dumbo the elephant ate 250 peanuts. His friend Elmer ate 128 peanuts. How many peanuts did the elephants eat altogether?		
(4) The ice cream man sold 135 cones on Grove Street. He sold 215 cones on Elm Street. How many cones did he sell altogether?		
(5) Popeye ate 157 cans of spinach last year. This year he ate 217 cans. How many cans of spinach did he eat in all?		

P.O. 3.02.02.01

NAME:_____ CLASS:_____ DATE:_____

Find each sum and check.

314 + 227 541 check 541 - 227	538 + 232 check
615 + 156 check	405 + 108 check
219 + 279 check	116 + 247 check
215 + 139 check	347 + 123 check

P.O. 3.02.02.02

NAME:_____ CLASS:_____ DATE:_____

Read each problem. Underline the key phrases. Solve.

1. Sue sold 324 movie tickets to one theatre and 416 tickets to another theatre. How many tickets did she sell all together?_____

2. Michael saved 627 marbles. John saved 235 marbles. How many marbles were saved in all?_____

3. Juan ate 326 peanuts. Mary ate 238 peanuts. What is the total number of peanuts eaten?_____

4. Judy saved 724 pennies. Her sister saved 239 pennies. How many pennies did they save altogether?_____

5. Sam collected 232 baseball cards. Howard collected 138 baseball cards. How many cards were collected in all?_____

P.O. 3.14.03.01

NAME:_____ CLASS:_____ DATE:_____

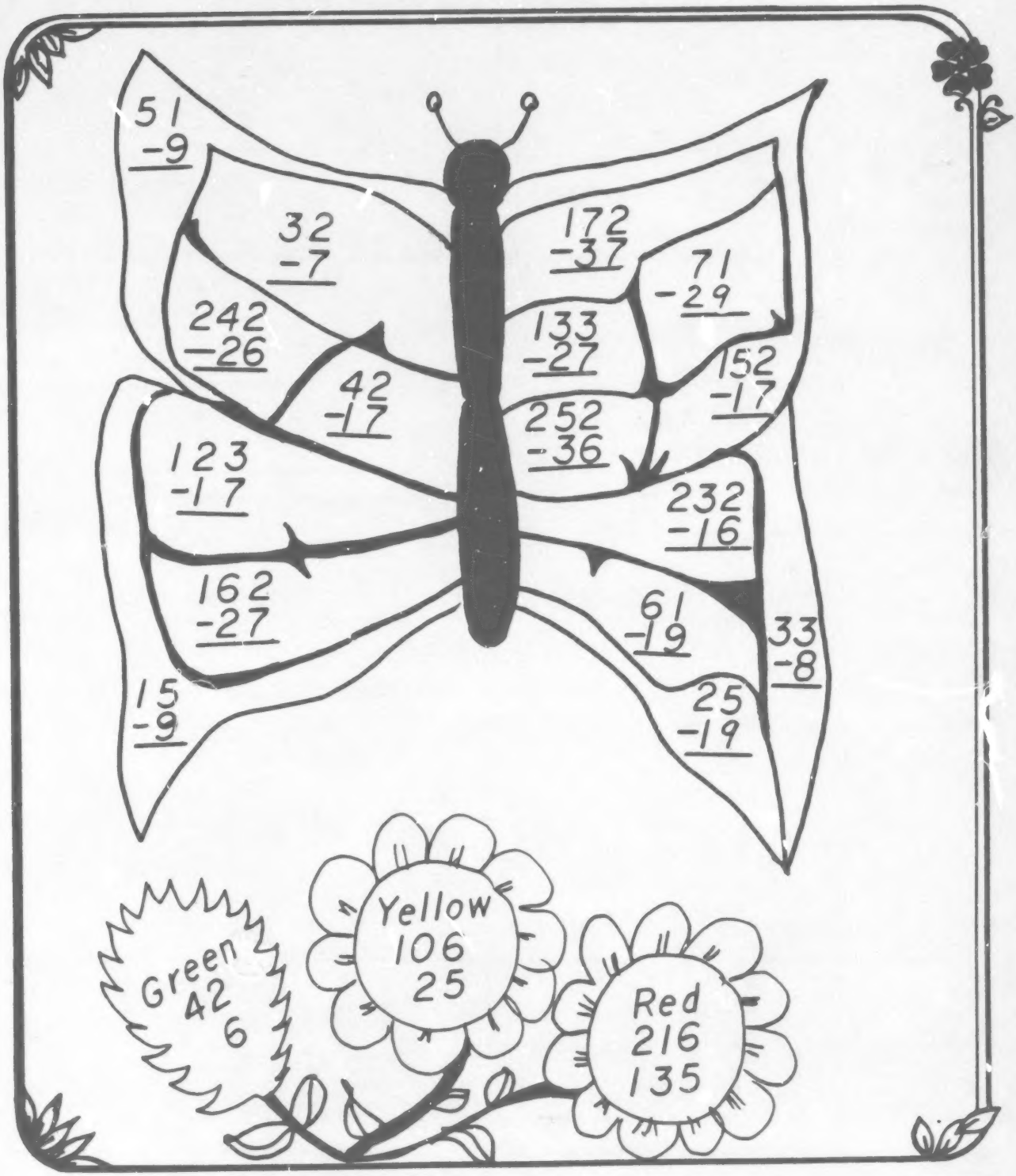
Solve and check

Example $\begin{array}{r} {}^{3}\not{3}42 \\ -\quad 7 \\ \hline 335 \end{array}$ 342 check	$\begin{array}{r} 635 \\ -\quad 8 \\ \hline \end{array}$
$\begin{array}{r} 111 \\ -\quad 6 \\ \hline \end{array}$	$\begin{array}{r} 431 \\ -\quad 8 \\ \hline \end{array}$
$\begin{array}{r} 471 \\ -\quad 5 \\ \hline \end{array}$	$\begin{array}{r} 241 \\ -\quad 6 \\ \hline \end{array}$
$\begin{array}{r} 832 \\ -\quad 7 \\ \hline \end{array}$	$\begin{array}{r} 963 \\ -\quad 6 \\ \hline \end{array}$
$\begin{array}{r} 421 \\ -\quad 8 \\ \hline \end{array}$	$\begin{array}{r} 121 \\ -\quad 5 \\ \hline \end{array}$

P.O. 3.14.03.02

NAME:_____ CLASS:_____ DATE:_____

Subtract. Use the key to color the butterfly.



P.O. 3.14.03.03

NAME: _____ CLASS: _____ DATE: _____

Solve and check.

Example $3\overset{2}{3}\overset{1}{2} - 117 = 215$ $215 + 117 = 332$ check	$662 - 235$
$421 - 218$	$575 - 328$
$753 - 438$	$483 - 129$
$523 - 118$	$832 - 425$
$193 - 168$	$731 - 423$

P.O. 3.14.02.04

NAME: _____ CLASS: _____ DATE: _____

Solve and check each word problem.

EXAMPLE

You have 113 jelly beans. You give 8 to your friend. How many do you have left?

$$\begin{array}{r} 113 \\ -\ 8 \\ \hline 105 \end{array}$$

check

$$\begin{array}{r} 105 \\ +\ 8 \\ \hline 113 \end{array}$$

You have 423 marbles. If you give sue 17, how many will you have left?

check

If you have 233 pennies and give your sister 28, how many will you have left?

check

If you have 452 baseball cards and you give 137 to your friend, how many will you have left?

check

If you baked 144 cookies. You sold 128 at the lake sale, how many will you have left?

check

You are putting cans on the shelf in a store. You have 373 cans, the shelf hold 347 cans, how many cans will you have left over?

check

You are stacking books at the library. If you have 252 books and the stack holds 247 books, how many books are left over?

check

If the tree has 572 leaves and 458 leaves fall, how many are still on the tree?

check

P.O. 3.03.01.01

NAME:_____ CLASS:_____ DATE:_____

Peter Pup is hungry. He is looking for a bone. To help him find the bone, color all the rocks that have a difference of 200 or less, red. Follow the red rocks to the bone.

4868 −1249

4563 −239

876 −269

5671 −2466

973 −558

694 −528

784 −238

755 −418

596 −167

365 −237

2880 −1357

744 −625

582 −436

2543 −1227

5790 −5623

4392 −4226

972 −837

7296 −3148

6281 −6224

4896 −1217

898 −729

842 −413

P.O. 3.03.01.01

NAME: _____ CLASS: _____ DATE: _____

Who will win the game of tic-tac-toe (X or O)?
Subtract to find out.

X	O
237	255
213	328
524	635
6416	407
1518	1531

960 -723 = 237 X	370 -115 =	891 -256 =
534 -127 =	481 -268 =	677 -349 =
9871 -3455 =	6880 -5349 =	2743 -1225 =

P.O. 3.03.01.02

NAME: _____ CLASS: _____ DATE: _____

Which costs more? How much more?
Subtract to find the answer.

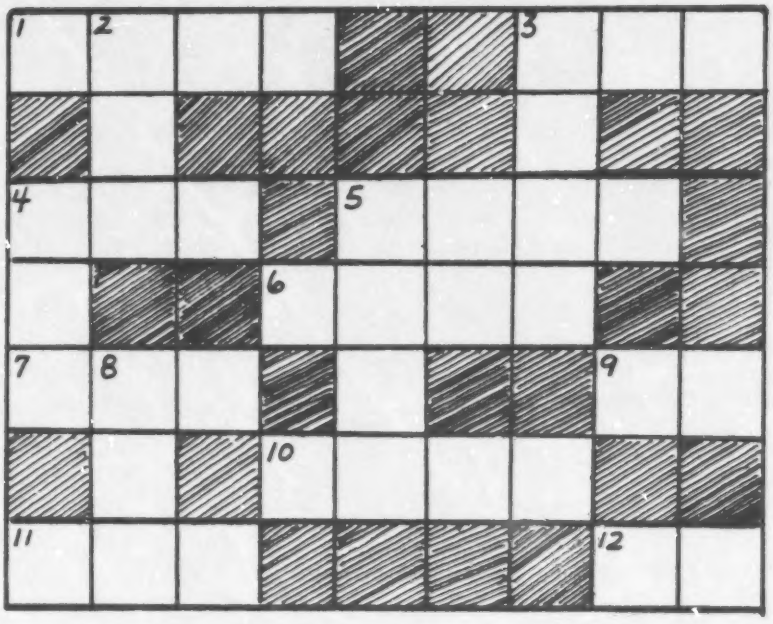
$ 9.90
- 5.26
$ 4.64

02

P.O. 3.03.01.03

NAME:_____ CLASS:_____ DATE:_____

Solve the problems and complete the puzzle.



ACROSS

(1) John has 8578 bottle caps. He lost 4,339. How many were left?

(3) Maria collected 628 stamps. Her book holds 952 stamps. How many more must she collect?

(4) There were 795 children in third grade last year. This year there are 528 children. How many more children were in third grade last year?

(5) The tallest building in Jose's town is 6590 feet tall. Another building

DOWN

(2) Tawana bought a doll that cost $3.09. If she had $5.45, how much money does she have left?

(3) On Thursday 3145 people attended the ball game. On Friday 6,390 people attended the ball game. How many more people attended on Friday?

(4) Kesha wants 392 pennies. She has 154 pennies. How many more pennies does she need?

(5) Madison Square Garden holds 5,491 people. If 1,464 people came to the

NAME:_____ CLASS:_____ DATE:_____

ACROSS

(5) is 2,248 feet tall. How much taller is the tallest building?

(6) A truck delivered 7,982 bricks on Monday and 3,917 bricks on Tuesday. How many more bricks did it deliver on Monday?

(7) A new building needs 982 panes of glass. 146 have been installed. How many more must be put in?

(9) There are 551 children in fifth grade on Tuesday 518 were present. How many were absent?

(10) The milk company had 7,973 bottles of milk. If 2,269 bottles were delivered, how many were left?

(11) The teacher ordered 483 pencils. Only 118 were delivered. How many were missing?

(12) There are 191 pages in the book Kenya is reading. She has read 109 pages. How many more pages must she read ?

DOWN

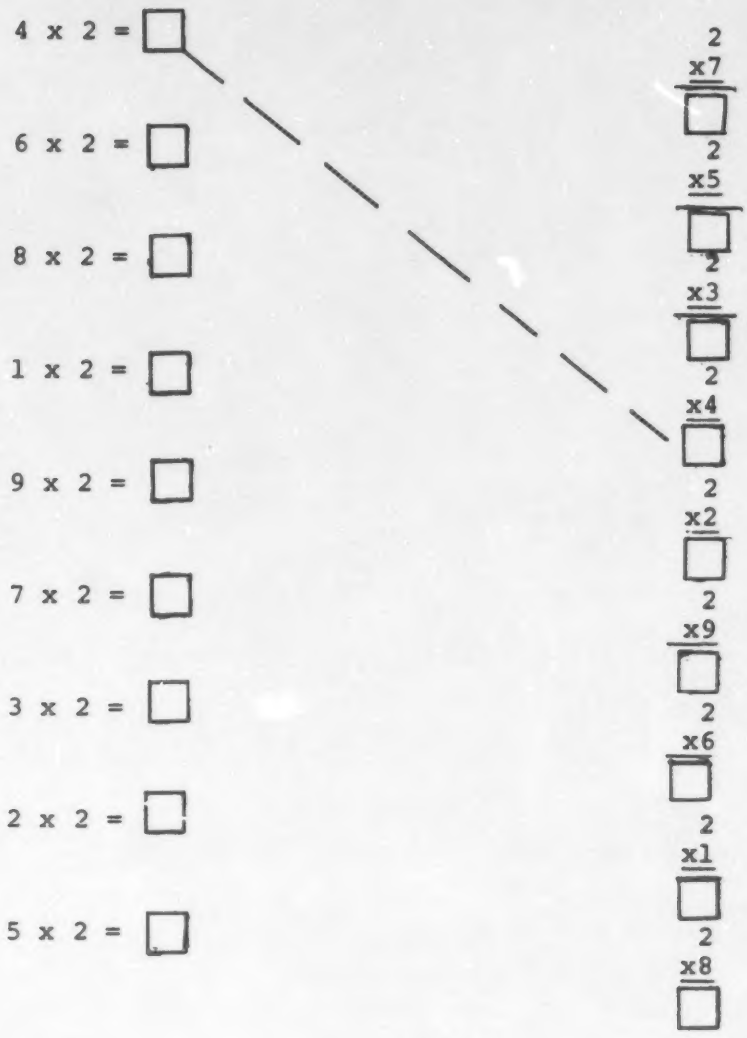
(5) circus, how many empty seats were there?

(8) Miquel's family is visiting a friend who lives 792 miles away. If they travel 436 miles the first day, how many more miles will they have to travel?

P.O. 3.04.03.01

NAME: _____ CLASS: _____ DATE: _____

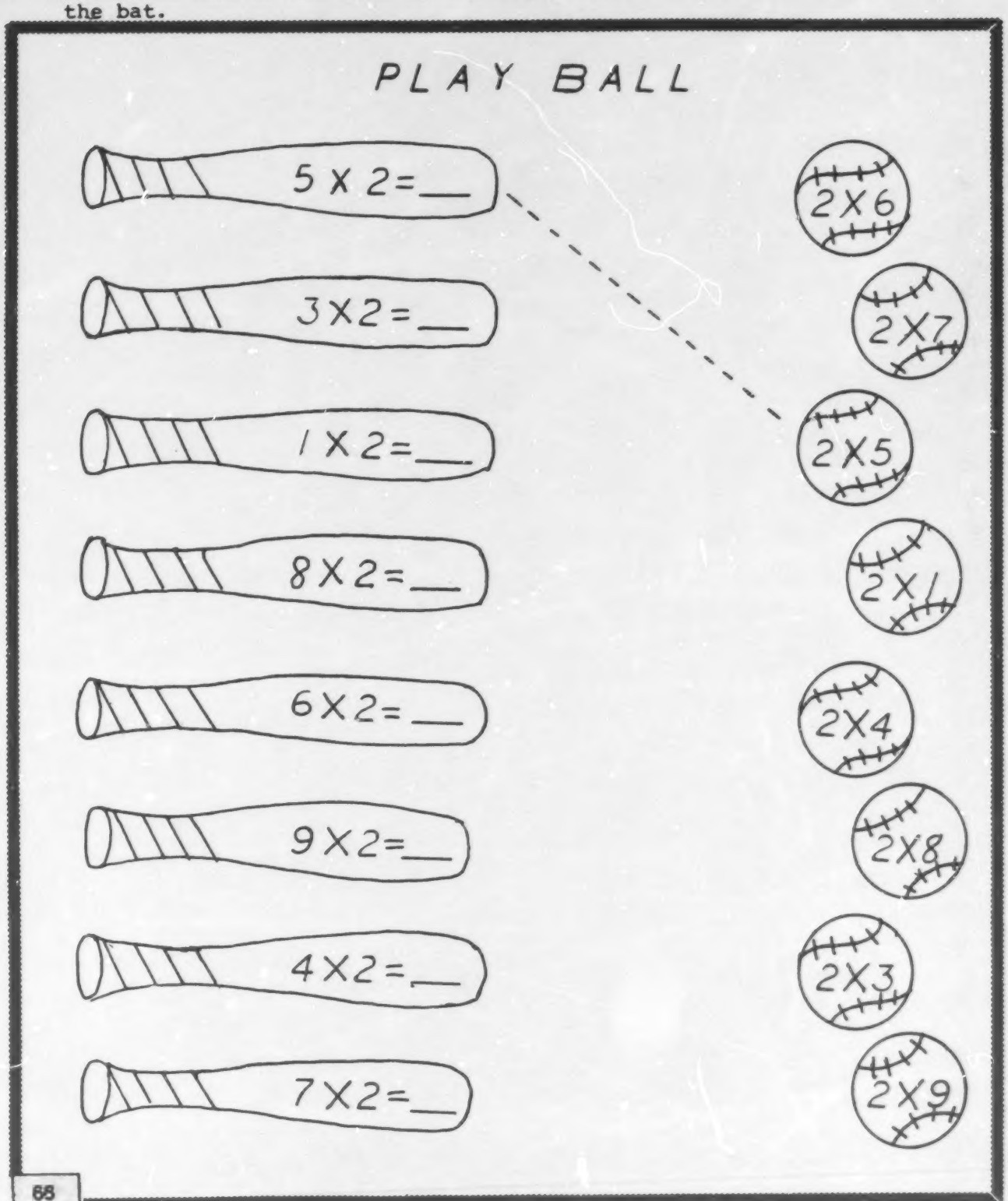
Match the number sentences and write the correct answer in each box.



P.O. 3.04.03.02

NAME:_____ CLASS:_____ DATE:_____

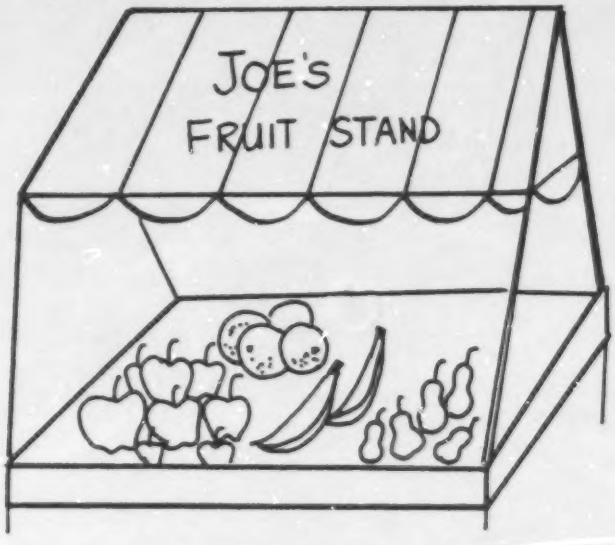
Match the bat to its ball by drawing a line. Write each answer on the bat.



P.O. 3.04.03.03

NAME:_____ CLASS:_____ DATE:_____

Use the price list from the fruit store to solve the problems.



Price List

Apples 2¢

Bananas 4¢

Oranges 6¢

Pears 5¢

1. Rosa wants to buy 8 apples. How much will they cost? _____

2. Tamika has 10¢. Will she be able to buy 2 pears? _____.

3. Joe has 15¢. Does he have enough money to buy 2 oranges? _____

4. Johnny wants to buy 2 bananas. How much will they cost? _____.

5. If Maria buys 5 apples and 2 pears, how much money will he spend? _____.

In the space below write a word problem using the information on the fruit stand price list.

P.O. 3.04.04.01

NAME: _____ CLASS: _____ DATE: _____

Find each product.

2 x 5 = ☐

7 x 5 = ☐

1 x 5 = ☐

9 x 5 = ☐

5 x 5 = ☐

3 x 5 = ☐

10 x 5 = ☐

8 x 5 = ☐

4 x 5 = ☐

6 x 5 = ☐

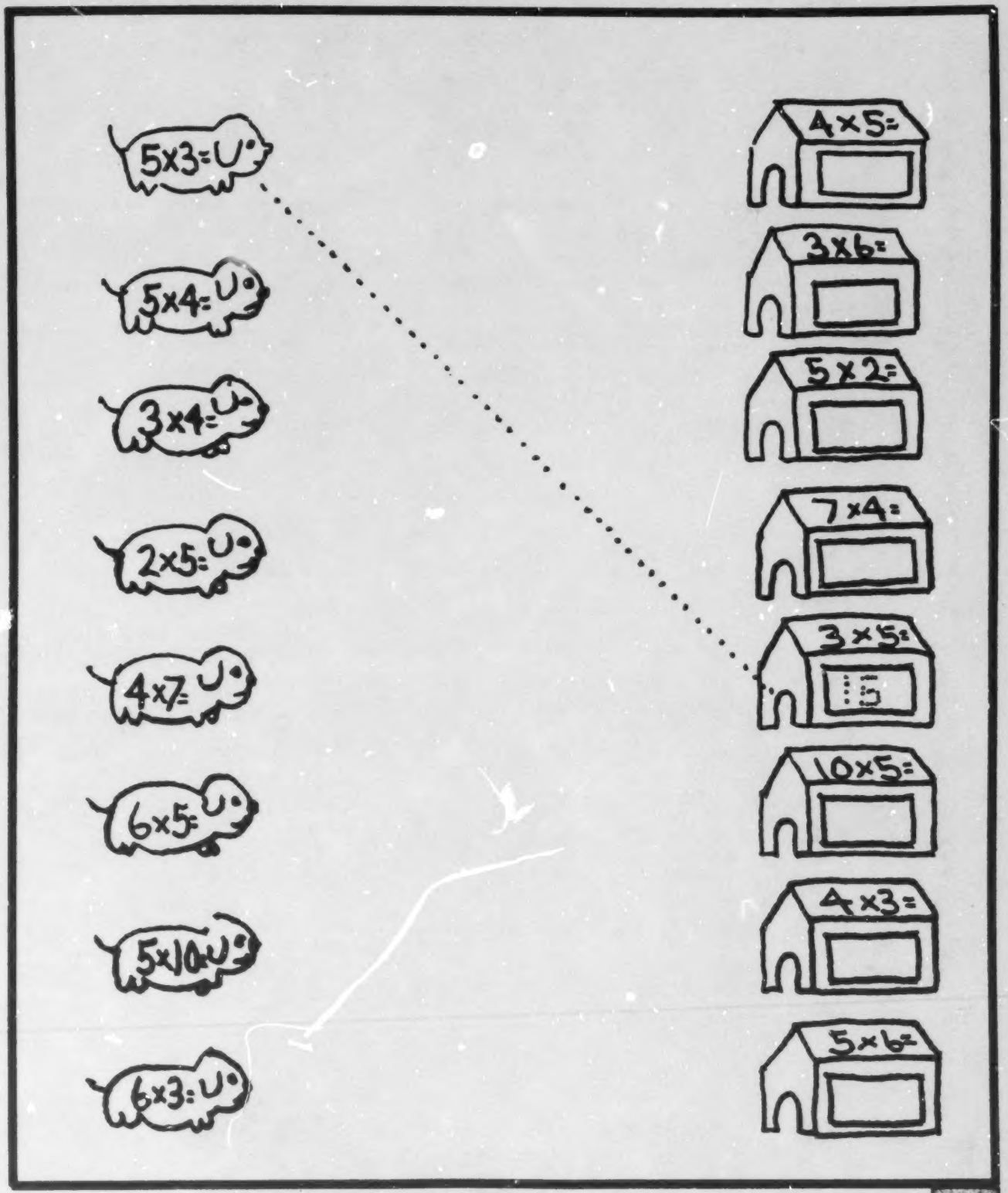
$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$ ☐ $\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$ ☐ $\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$ ☐ $\begin{array}{r} 5 \\ \times 1 \\ \hline \end{array}$ ☐ $\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$ ☐

$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$ ☐ $\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$ ☐ $\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$ ☐ $\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$ ☐ $\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$ ☐

P.O. 3.05 24.02

NAME: _____ CLASS: _____ DATE: _____

Draw a line from each dog to its house.
Then write the answer in the window.



P.O. 3.04.04.03

NAME: _____ CLASS: _____ DATE: _____

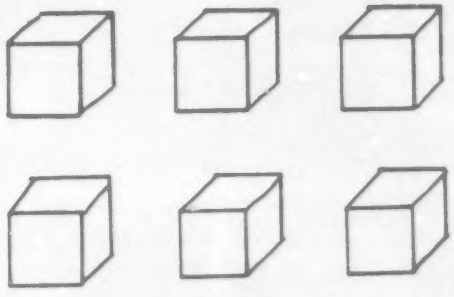
Solve each word problem. Label your answers.

	WORK SPACE
1. There are 5 rows of seats in the classroom. Nine students are seated in each row. How many students are there altogether?	
2. There are 5 buses at the bus stop. Ten people are on each bus. How many people are there in all?	
3. There are 5 boats at the dock. Four people are on each boat. How many people are there in all?	
4. There are 5 lines of people at the bank. Seven people are in each line. How many people are waiting in all?	
5. There are 5 lunch tables in the school. Four children are at each table. How many children are eating lunch?	
6. There are 5 wagons on the farm. Each wagon can carry 5 people. How many people can ride in all the wagons?	
7. There are 5 teams at the swim met. Nine people are on each team. How many people are swimming?	

P.O. 3.05.02.01

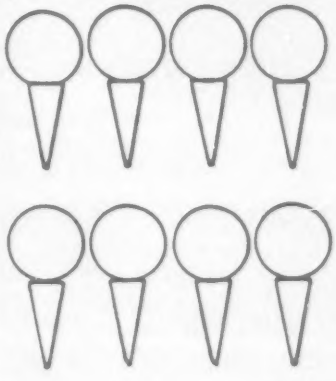
NAME: _____ CLASS: _____ DATE: _____

Divide into groups of 2



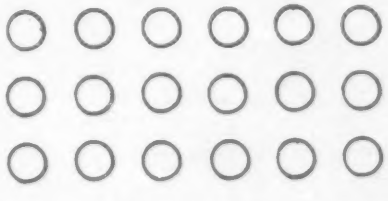
6 BLOCKS

HOW MANY GROUPS OF 2? ☐



8 CONES

HOW MANY GROUPS OF 2? ☐



18 CIRCLES

HOW MANY GROUPS OF 2? ☐

$4 \div 2 =$ ☐

$8 \div 2 =$ ☐

$12 \div 2 =$ ☐

$2\overline{)6}$ ☐

$2\overline{)10}$ ☐

$2\overline{)2}$ ☐

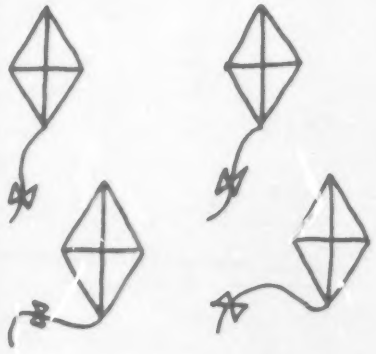
$\frac{14}{2} =$ ☐

$\frac{16}{2} =$ ☐

P.O. 3.05.02.01

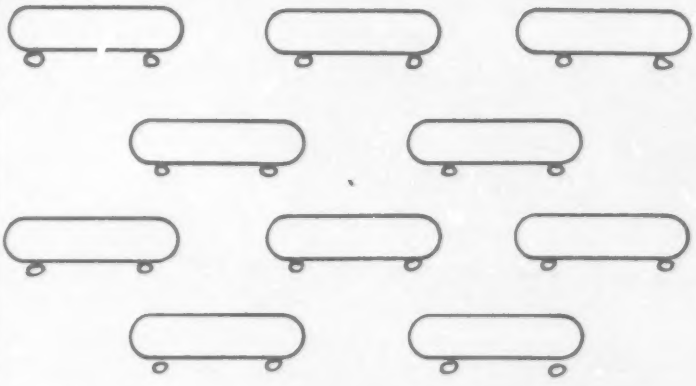
NAME: _____ CLASS: _____ DATE: _____

Divide into groups of 2.



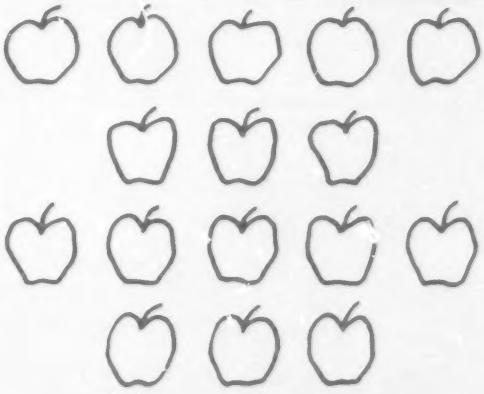
4 KITES

HOW MANY GROUPS OF 2? ☐



10 SKATEBOARDS

HOW MANY GROUPS OF 2? ☐



16 APPLES

HOW MANY GROUPS OF 2? ☐

P.O. 3.05.02.02

NAME: _____ CLASS: _____ DATE: _____

Circle groups of fives.

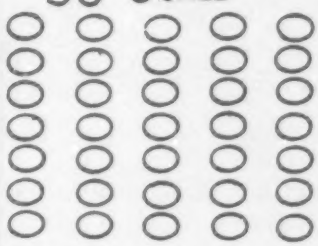
10 STARS

HOW MANY GROUPS OF 5? ☐

$5\overline{)10}$

$2 \times 5 = \square$

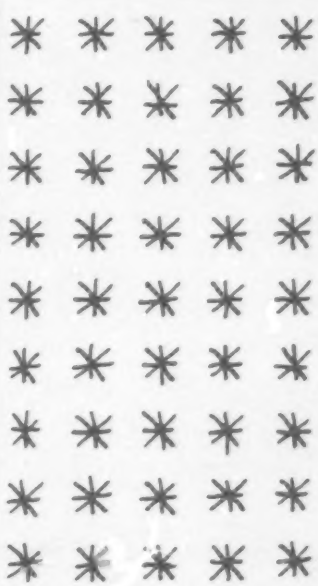
35 OVALS



HOW MANY GROUPS OF 5? ☐

$5\overline{)35}$

$7 \times 5 = \square$



45 ✱'S HOW MANY GROUPS OF 5? ☐

$5\overline{)45}$

$9 \times 5 = \square$

15 DIAMONDS HOW MANY GROUPS OF 5? ☐

$5\overline{)15}$

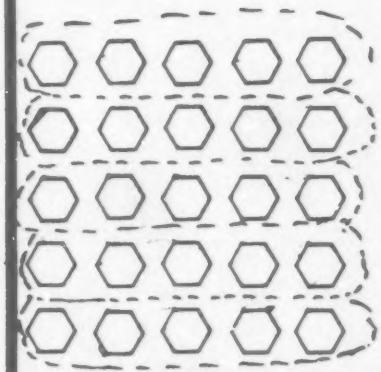
$3 \times 5 = \square$

P.O. 3.05.02.02

NAME: _____ CLASS: _____ DATE: _____

Circle groups of fives.

25 POLYGONS

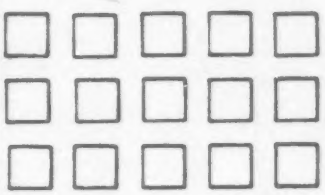


HOW MANY GROUPS OF 5 ? 5

$5\overline{)25}$ (5)

$5 \times 5 = 25$

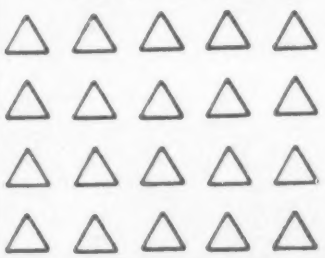
15 Squates



HOW MANY GROUPS OF 5? ☐

$3\overline{)15}$ (☐) $3 \times 5 = ☐$

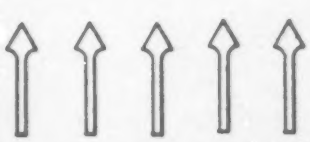
20 TRIANGLES



HOW MANY GROUPS OF 5? ☐

$4\overline{)20}$ (☐) $4 \times 5 = ☐$

5 ARROWS



HOW MANY GROUPS OF 5? ☐

$1\overline{)5}$ (☐) $1 \times 5 = ☐$

P.O. 3.13.01.01.

NAME:_____ CLASS:_____ DATE:_____

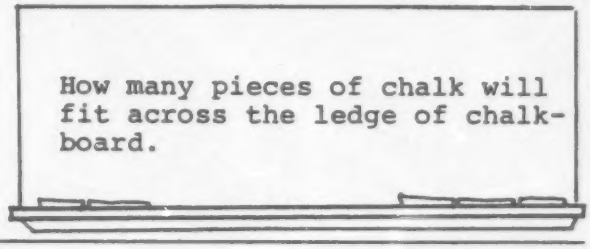
Can you Guess?
Read each question. Guess what the answer might be. Check your answer by doing what the question asks.

How many hands it takes to go across the desk.

How many steps you will take to cross the room?

How many beads will you need to fill the cup?

How many pieces of chalk will fit across the ledge of chalk-board.



How many times you can count to ten in a minute? (Work with a partner)

1 2 3 4 5 6 7 8 9 10

How many books can fit in your desk?

P.O. 3.13.01.02

NAME:_____ CLASS:_____ DATE:_____

Find the missing numbers.
Solve and check each problem.

The number that is missing comes after 20 but before 35. The number is even. If you add its digits together the sum is ten. Can you find the missing number?

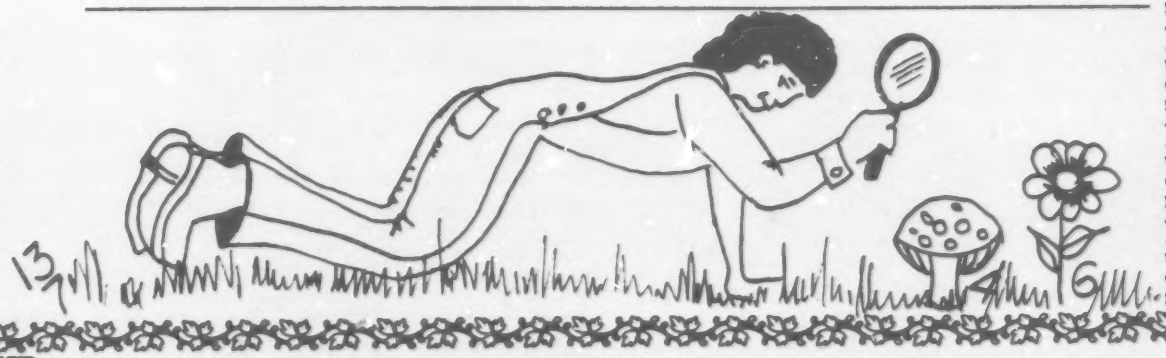
_____

A number is missing. The number is between 10 and 20. It is an odd number. When you subtract the first digit from the second digit the difference is four. Can you find the missing number?

_____

A number is missing. The number is larger than 40 but smaller than 50. It is an even number. When you subtract the first digit from the second digit the difference is 2. Can you find the missing number?

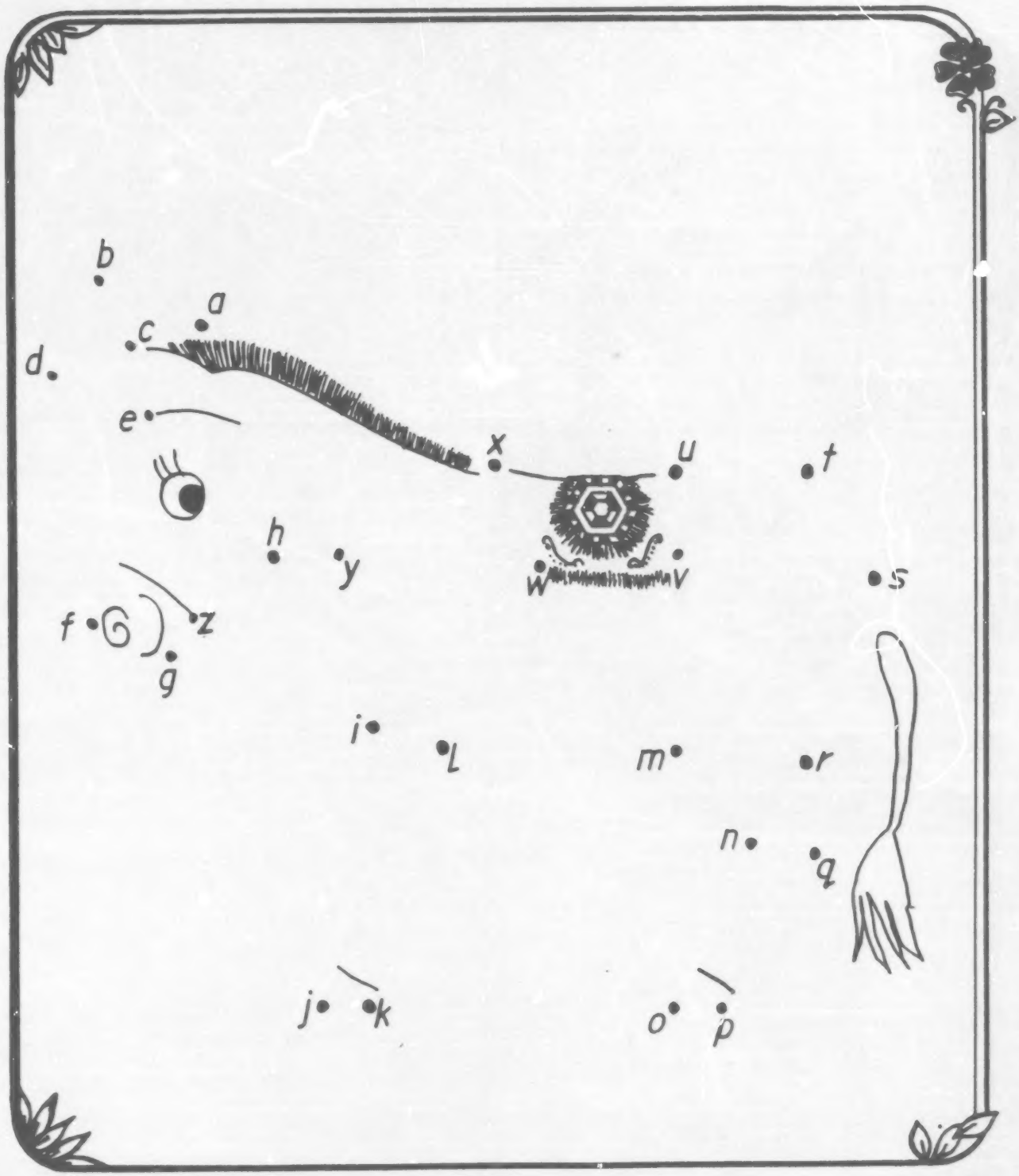
_____



P.O. 3.09.01.01

NAME: _____ CLASS: _____ DATE: _____

Connect the dots and finish the picture.

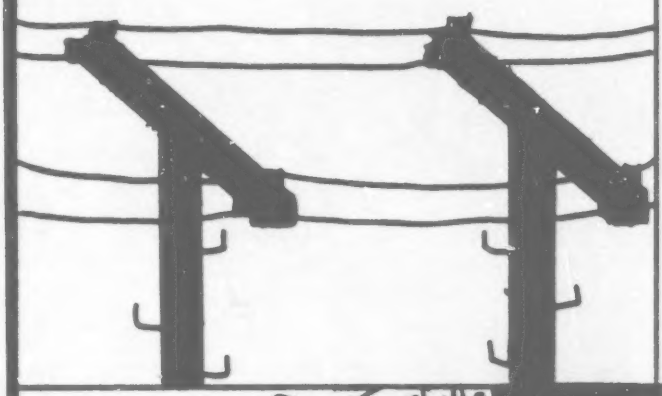


P.O. 3.09.01.02

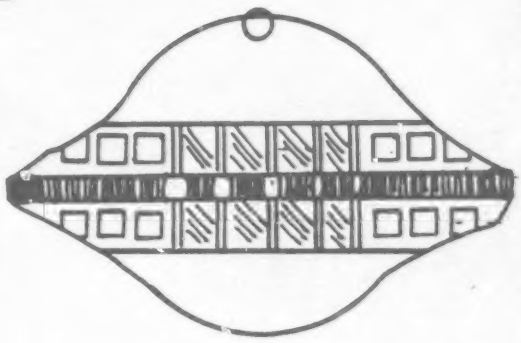
NAME:_____ CLASS:_____ DATE:_____

Put a check in each box that has a picture which suggests the idea of a line.

A

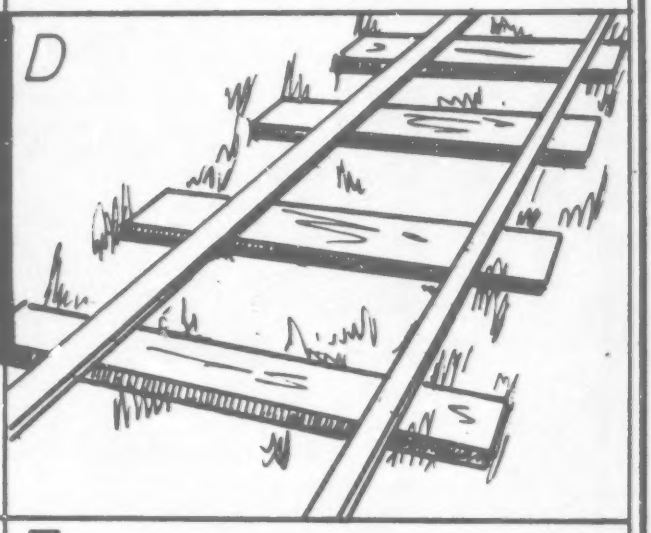


B



C

D



E

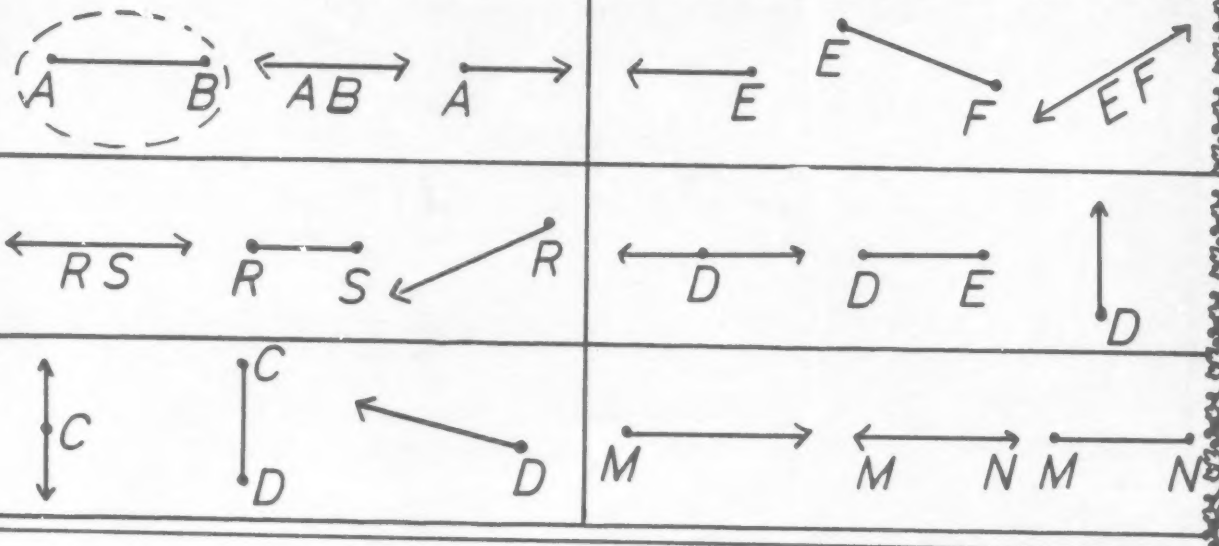
F

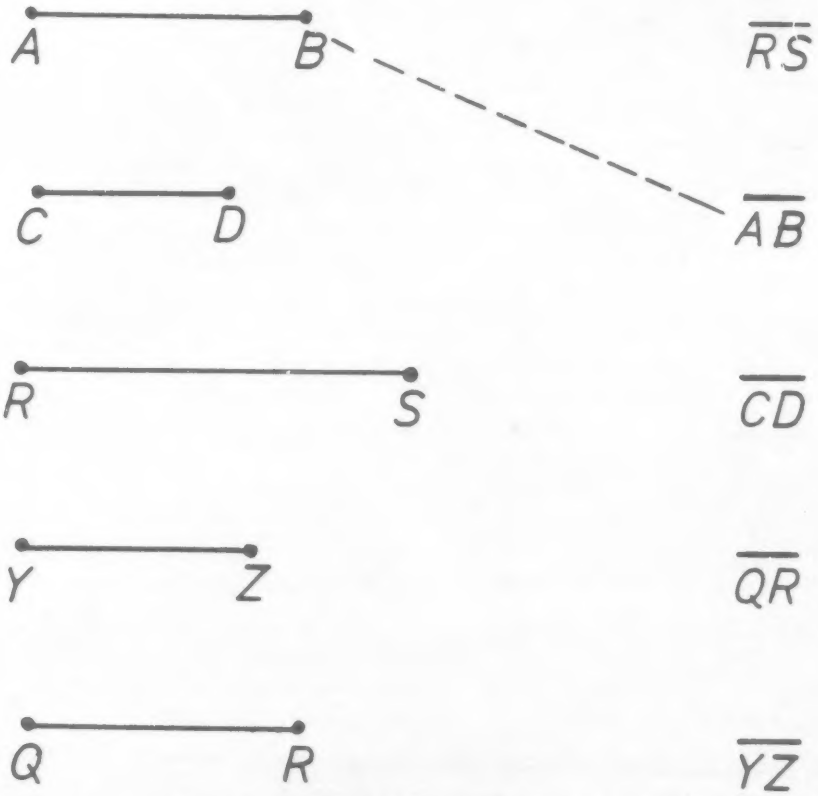
Draw a picture that suggests a line.

P.O. 3.09.01.03

NAME: _____ CLASS: _____ DATE: _____

Top - Circle the line segment.
Bottom - Match the line segment with correct symbol.





79

P.O. 3.09.01.04

NAME: _____ CLASS: _____ DATE: _____

Identify and name each drawing.